

SOCIAL EDUCATION

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Editor's Page

BEYOND KOREA

ON SEPTEMBER 20, 1950, Secretary of State Acheson addressed the plenary session of the United Nations.¹ His speech bore the arresting title, "The Peace the World Wants." Now one does not need to live in Washington to know that Mr. Acheson is, to put it mildly, a controversial figure. With the pros and cons of this controversy we do not intend to become involved. Here we are concerned solely with his remarkable address, which, in the words of *The New Yorker*² "covered tremendous ground and was noble, magnanimous, and detached." We earnestly recommend it to those readers of *Social Education* who have not yet seen it. Social studies teachers who are struggling with the overwhelming and all too often thankless task of interpreting current affairs to teenage citizens will find guidance, stimulation, and challenge in Mr. Acheson's remarks. It is not that the Secretary of State said anything startlingly new. He did not reveal a magical formula for the solution of the world's problems. But he did speak as the representative of the United States before the representatives of the United Nations, and if we and they follow in the direction he pointed it may well be that the year 1950 will be a turning point in mankind's tortuous history.

"OPPORTUNITY FOR ACTION"

THE Secretary of State began his speech with a call to action. "This meeting of the General Assembly is a meeting of decision," he said. "Before us lies opportunity for action which can save the hope of peace, security, well-being, and justice for generations to come. Before us also lies opportunity for drift, for irresolution, for effort feebly made. In this direction is disaster. The choice is ours. It will be made whether

¹ The speech was published in *The Department of State Bulletin*, vol. xxiii, no. 587 (October 2, 1950). It is also available as Department of State publication 3977.

² October 21, 1950.

we act or whether we do not act."

As Mr. Acheson declared, "The people of the world know this." They live in fear and insecurity, and the shadow of doom darkens every gathering of men and women in every land. But man is not helpless. He can make decisions and he can act. "That terrible responsibility rests upon every man and woman in this room," the speaker solemnly stated. "At the end of this meeting each of us must answer to his conscience on what we have done here."

"A GREAT AND TERRIBLE PERIL"

WHAT has brought us to "this condition of fear and jeopardy"? "... the main obstacle to peace is easy to identify. . . . That obstacle has been created by the policies of the Soviet Government." The problem is neither the "rise of the Soviet Union as a strong national power. . . ." nor the "existence of different social and economic systems in the world. . . ." nor the "desire on the part of the Russian people for war." It is "the new imperialism directed by the leaders of the Soviet Union."

Continuing his forthright indictment of the Kremlin, Mr. Acheson identified five barriers to peace. First, "Soviet efforts to bring about the collapse of the non-Soviet world. . . ." (Persons familiar with Communist attempts to sabotage the European Recovery Program need no elaboration of this statement.) Second, "the shroud of secrecy which the Soviet leaders have wrapped around the people and the state they control. . . ." Third, "the rate at which the Soviet Union has been building arms and armies. . . ." Fourth, "the use by Soviet leaders of the international Communist movement for direct and indirect aggression. . . ." Fifth, "the Soviet use of violence to impose its will and its political system upon other people. . . ."

All of these activities conflict with the Charter of the United Nations. They violate the moral affirmatives for which the United Nations is fighting in Korea. They have "created a great and terrible peril for the rest of the world."

COLLECTIVE SECURITY

FROM his analysis of the problem, Mr. Acheson turned to challenge the United Nations with a positive and long-range program of action. "Challenged" is the appropriate word to characterize the remainder of the speech. If the American government and people and the governments and peoples of the United Nations follow the course so clearly outlined by the Secretary of State, peace for us and for our children's children will become a real possibility.

For the immediate present, Mr. Acheson warned, "There is only one way the world can maintain peace and security. . . . That is by strengthening the system of collective security." He referred to Article I of the Charter of the United Nations in which the signatory members promised to ". . . take effective collective measures for the prevention and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace. . . ." The action taken by the United Nations to put down the aggression which began on June 25 against the Republic of Korea was *exactly the effective collective action required. It marked a turning point in history, for it showed the way to an enforceable rule of law among nations.*" (Our italics.)

Will Korea be a turning point? That is the crucial question.

Mr. Acheson then placed before his audience the now well-known recommendations for converting the United Nations into an effective instrument of collective security by giving the General Assembly means for prompt and vigorous action against aggression when, and if, the Security Council was stalemated by the veto. The recommendations embraced four steps, all of which are legally acceptable under Articles 10, 11, and 14 of the UN Charter. Step one: In the event of a breach of peace, if the Security Council fails to act within twenty-four hours the General Assembly shall meet in emergency session. Step two: The General Assembly shall organize and maintain "a security patrol, a peace patrol," to observe, study, and report conditions in any area where conflict threatens "upon the invitation or with the consent of the state visited." Step three: Each member state shall designate within its national armed forces special "UN units." Fully equipped and prepared for immediate action, these units would be available to serve the United Nations anywhere in the world at at instant's notice. Step four: The creation by the General Assembly of a committee to study

and report on means by which the UN might develop most effectively a program of collective security. These recommendations were subsequently adopted.

"OUR WAR AGAINST WANT"

MR. ACHESON believes that a system of collective security will contribute to a feeling of unity and greatly advance the development of the United Nations. But he does not for a moment pretend that it will bring peace. At best, it will win time, time in which, *by other more creative means*, men of good will can convince people everywhere of the overwhelming advantage of freedom and peace.

"We must carry on with our war against want, even as we arm against aggression. We must do these two things at the same time, because that is the only way we can keep constantly before us the whole purpose of what we are doing. . . . We have it in our power now, on the basis of the experience of the United Nations and the specialized agencies, and of many member nations, to transform the lives of millions of people, to take them out from under the specter of want, to give people everywhere new hope. We can meet and we must meet the challenge of human misery, of hunger, poverty, and disease. . . . A vast opportunity awaits us to bring, by such means as the United Nations has been developing, new hope to millions whose most urgent needs are for food, land, and human dignity."

KOREA: "THE VIBRANT SYMBOL"

AND the place to begin? Korea. "Just as Korea has become the symbol of resistance against aggression, so can it also become the vibrant symbol of the renewal of life."

Referring to this point in Mr. Acheson's address, *The New Yorker* commented: "Korea should be made to bloom like the rose. It should be restored until it makes the Tennessee Valley look like Tobacco Road. By such an act, the United Nations not only can recreate a demoralized nation, it can recreate itself."

Here, obviously, is the truly great challenge in the speech. The United States, as Mr. Acheson promised, is ready to contribute, and richly. What of the other members of the United Nations? Are they, too, prepared to embark upon this new and thrilling adventure, an adventure in which, by acts as well as words, men demonstrate the meaning of brotherhood and freedom?

(Continued on page 354)

How Good Are American History Textbooks?

Kenneth S. Cooper

FORTUNATELY for the progress of learning, most American history teachers remain dissatisfied with their own efforts, and, whenever they gather together, they usually discuss the problems of teaching that subject. Since most teachers use textbooks extensively in their classes, it seems pertinent to inquire whether these much discussed problems are due to poor or inappropriate textbooks. To find some kind of an answer, the most commonly used high school and college texts have been studied to see if the frequently discussed faults lie in them.

ARE TEXTBOOKS UP TO DATE?

IN JUDGING a textbook, or any educational tool, we may justly consider first if it meets the demands of the times. One of the distinguishing characteristics of our times is our "look-and-listen" culture. For this generation the printed page is not the only important way to communicate an idea; this is the day of the cartoon and picture essay. Presumably most history teachers are wise enough in the ways of history not to resist tendencies of this sort merely because they offend their own taste. We all know too many histories of ridiculous lost causes for that. Consequently most mid-twentieth century teachers want texts which speak the language of this "look-and-listen" age.

In this respect the publishers have kept up with the times, especially in the books for elementary and high school use. Illustrations no

longer merely ornament a book; they form an integral part of it. Captions do more than identify an illustration; they expand the historical narrative or raise questions. In short, recent books borrow many of the techniques of the illustrated magazines. At least one high school book carries part of its narrative through specially drawn cartoons, an indication, presumably, that the comic book is here to stay. We may reach this conclusion regretfully, but if we are realistic, we will agree that only by adopting such techniques can books keep up with the times.

Timeliness in books, however, is more than a matter of form and language. It also means keeping up with new trends of thought. In this regard most recently published high school texts conform with the recommendation of the Committee on American History in Schools and Colleges that the senior high school course should emphasize recent history. No important text devotes less than half of its material to the period since 1865, and many of them devote a great deal more. One new book has two-thirds of its space on the period since 1865, and over 40 percent of its pages treat twentieth century history. Certainly the text writers have followed this trend of the times.

Most educational thinkers of recent years have advocated closer integration of history with other areas, such as economics, geography, and literature. Some have argued for the fused course plan, although such programs have not been widely adopted. Most current texts show the influence of this trend in thinking and give considerable stress to the economic, social, and cultural development of our nation. The bare political chronology is largely a thing of the past. Although most books retain a broadly chronological framework, topical treatment of the period after 1865 is not uncommon. Chapters on such topics as conservation and labor problems, which borrow so largely from geography and economics respectively, appear in some

"Whatever is wrong with the teaching of American history in our schools and colleges, it is not primarily the fault of the textbooks," the author concludes after an analysis of a number of books currently in use. Dr. Cooper is an assistant professor of history at the George Peabody College for Teachers in Tennessee. The editors of *Social Education* will welcome comments from readers whose views may, or may not, differ from those expressed in this article.

books, and virtually all include plans for drawing upon the resources of American literature in the supplementary reading. True, there are no important texts especially designed for the fused courses, yet a number of the ones now in print could be easily fitted into such a plan if administrators and teachers want to go ahead with one. Actually, most teachers do not fully exploit the available text materials under existing programs. The lack of texts is hardly the major barrier to closer integration of subject matter.

ARE TEXTBOOKS ACCURATE?

THE word "facts" suggests a second set of problems in teaching history. Persons outside the field accuse us of teaching nothing but facts while the average college instructor complains that students come from the high schools ignorant of the most elementary facts of American history. Whichever view is correct, all will agree that we must omit most of the facts of history, for we can teach only a relatively few selected ones.

What of our textbooks and the problem of historical facts; are the books factual? Are the facts well selected? As to the first question, college teachers may rest assured that all high school texts are, in part, books of facts. Do they include the elementary facts of American history? That depends upon what we mean by the elementary facts. If we mean several hundred facts concerning the political history of the United States, it must be said that though most books trace the bold outline of significant political events, they give proportionately less space than formerly to politics because they give more attention to the economic, social, and cultural aspects of our past. Most text writers assume that facts concerning changes in agricultural techniques are more essential to the understanding of American history than facts concerning the sub-treasury scheme, and, hence, give them more space. In so doing they merely follow the trend common at all levels of historical study including the most rarefied realms of research.

Since we have so extended history's scope, it becomes impossible to give a blanket answer to the question: Are the facts well selected? For in broadening history we vastly multiply the problem of fact selection, and the individual writers differ widely in their judgments of what is important. Consider, for example, the matter of baseball. One college text devotes well over a thousand words to the history of the game, even noting such details as the first use of the curved

ball in 1866. The same author, however, omits or gives slight attention to other social facts which may be fully as important. He does not, for example, even mention Christian Science, and he sums up the history of the Mormons in about two hundred fifty words, approximately the same space given to the history of horse racing, and rather less than that devoted to prize fighting. On the other hand, a recent high school book, which especially stresses social history, sums up the history of baseball in about fifty words and devotes six times that space to the Mormons. Whether John L. Sullivan is more important in American social history than Joseph Smith or Mary Baker Eddy is obviously not an issue here, but these differences among books indicate how much easier it is to lament ignorance of elementary facts than to agree upon them. Our new broad concept of history has complicated the problem of fact selection, and our texts merely reflect this problem.

THE PROBLEM OF BASIC SKILLS

ALONG with the charge that students no longer learn facts is the familiar complaint faced by all secondary education that young people come from the schools without a command of certain basic skills, that they can neither read, write, nor interpret a map. These issues are larger than the scope of this paper, hence, all that concerns us at the moment is whether the history texts share the blame for this situation if, indeed, it really exists.

Even a quick study of the learning activities, which constitute about 10 to 15 percent of the high school texts, reveals considerable stress upon mastery of the basic skills. The various vocabulary building exercises should, if properly used, help the near illiteracy of which some college instructors complain. If the many kinds of oral and written expression suggested are even partly used, young people ought not to leave high school wholly lacking skill in expression. As to geographical ignorance, this surely is not due to a lack of text materials. No student generation ever had so many beautiful maps. Sometimes, to be sure, a publisher seems more interested in striking appearance in maps than accuracy, as in one recent book for which the cartographer of a leading news magazine prepared the maps. For one map he used four colors, apparently to represent the four time zones. The time zones and the state boundaries by no means coincide, but the cartographer evidently felt that it would be aesthetically bad to

confuse his map with added detail, so Idaho and Utah are shown wholly within the mountain time belt, while South Dakota, Nebraska, Kansas, Michigan, Kentucky, and Tennessee come wholly within the central zone. Evidently art and accuracy ran a race and art won. Such strivings for striking effects are not infrequent, but the results are usually happier. Along with the attractive maps, most texts suggest various learning activities for them, so if students are geographically illiterate, it cannot result from the lack of text materials.

THE PROBLEM OF NATIONALISM

MANY thinking people have sometimes criticized the narrowly nationalistic point of view which has sometimes dominated history teaching. Indeed, the whole problem is currently being studied by Unesco. There undoubtedly has been much narrowness in our histories in the past, and some endures still. There are books which emphasize the admirable uniqueness of the American. They portray him as a "new kind of man," the special product of the American environment, particularly the frontier. Yet, the theme has received less attention during the last five years, and a number of books sincerely attempt to tell the story of American democracy in its world setting. One college text boldly rejects the kind of history which stresses "national character, national problems, national spirit," and instead proclaims its interest in "Man's character, Man's problems, Man's spirit." These particular authors hope that their work is a step in the direction of a "denationalized history in the Humanist tradition." By their use of such terms as "enlightenment, liberal nationalism, integral nationalism," terms common in European and world history, they suggest that American history is not the whole, but only one aspect of it. Though this book may not completely achieve its magnificent ends, and though few books make such a firm effort to escape provincialism, here is at least a sign that some texts attempt to solve this problem. It is to be hoped that the teachers themselves do as much.

REPETITION AT DIFFERENT GRADE LEVELS

A FINAL problem which has troubled the profession in recent years is the duplication of work in the high school and college courses. The Committee on American History in Schools and Colleges recognized the duplication and recommended that the college course emphasize "interpretation, integration, and comparison

rather than narrative outline," in order to minimize repetition. This policy has not been realized to the extent desired, and many college courses continue as straight survey narratives rather than interpretative studies. Yet, whichever plan is followed, there are texts for both. If the college work is merely a somewhat more detailed version of the high school survey, there are a number of very good college texts which differ from the high school books largely in that they give more information about the same things. This situation is well represented by two books on the market, one a high school the other a college text, by the same author. Both are good books, but they are strikingly similar. Both have virtually the same organization; both apportion about the same space to each period. Chapter divisions are quite similar, and on the period immediately following the Civil War, an era which authors treat in a wide variety of ways, the chapter headings are almost the same. True, the material within the chapters is not wholly the same. The college book treats more topics and gives richer detail on common topics. Its style is also generally more mature, although there are paragraphs in which the verbal changes are slight.

To be sure similarity in texts would not necessarily mean that the college course would be the same as the high school course. Lectures and outside reading would likely provide a richer program, yet might not the student who used one of these books as a senior in high school and the other one or two years later have some reason to feel that he had been over a good deal of this once before?

The duplication of courses, however, is not due to a lack of texts, for we have several college books on the market which frankly assume that the college student builds on previous knowledge. We have texts for those who believe that college history must build from the bottom; we have texts for those who try to make college history a matter of "interpretation, integration, and comparison." The answer to this problem too must lie elsewhere.

Thus it would appear that whatever is wrong with the teaching of American history in our schools and colleges, it is not primarily the fault of the textbooks. This is not to say that they will admit no improvement. It is just that they are not bad and that they have been getting better. The solution to many of our common problems probably rests in the more effective use of the materials already in our hands.

Developing Leaders: A Job for Teachers

Jean D. Grambs

IF OUR world is to acquire the educated citizenry to provide both the leadership and the democratic followership that we so vitally need, then something drastic must happen in every high school classroom. Whatever the "younger generation" may lack in fundamental responsibilities towards either the community or themselves may have its source in classroom arrangements that are the daily experience of high school youth. Typically, the high school student is seated at a desk that is rigidly fixed to the floor, given an assignment out of a single textbook (an assignment that varies not a jot from that given to the 29 other members of the class, or even from that given to classes in preceding years), told exactly what to read, what to do with the information gleaned in terms of end-of-chapter questions, and then put through detailed and factual oral and written quizzes to measure the extent of his recall. Out of this routine, leadership skills are the last thing one would expect to learn. And by and large that is exactly the state of affairs in too many of today's classrooms.

To develop the leaders of tomorrow we need teachers today who understand how such leadership can be encouraged. The biggest hurdle is the education of teachers with the requisite attitudes and skills for aiding adolescents in learning how to be intelligent in leadership positions. His own high school experiences have done little for the future teacher. What happens then in college? If teacher education is to produce teachers who see the classroom as a laboratory for

leaders, then we need to surround them with the kind of professional training that develops the significance of current and significant problems, that demonstrates the value of group definition of goals, that provides a wide base for group and individual responsibility for action. The new teachers who enter our schools each year can hardly be expected to know how to do a job of developing leadership unless somewhere in their education they have seen such a process in action. The challenge to our teacher education programs is very direct.

THAT it is possible for classroom teachers to develop student leadership in many kinds of classrooms was clearly shown by reports of a recent in-service training and study project.¹ But what pre-service pattern will do this job? In attempting to find an answer, the faculty of the School of Education of Stanford University have developed a number of different approaches. One type of induction into the problems of leadership is through group community study projects and youth group-leadership assignments.² Even with these opportunities, however, students in student teaching made very little use of available opportunities to develop classroom student leadership.

It became apparent that a major omission in the pre-service program was the lack of focus upon a genuine classroom in action, prior to actual student teaching. Even classroom observations failed to serve this purpose—probably because so few of the observed classrooms demonstrated use of student leadership. Too much of the discussion about such pupil leadership was just that—discussion only. The future teachers

Do most of our classrooms help to stifle the development of responsible leaders? The author believes that they do. What she discovered, both as to cause and cure of this situation, is outlined in the following description of an experiment at Stanford University, where Dr. Grambs is an assistant professor of education.

¹ Kinney, Lucien, and Dresden, Katherine. *Better Learning Through Current Materials*. Berkeley, Calif.: Stanford University Press, 1949.

² Grambs, Jean D. "Learning Group Skills in Teacher Education." *Educational Leadership* 7:107-10; November 1949.

revealed clearly that their only concept of classroom leadership was to have a president, secretary, class committees for parties, and student representatives; the leadership idea did not extend to *learning* situations. The development of a workshop for the secondary school student teachers in which problems of actual classroom arrangement and management could be tried out suggested a solution to this problem.

WORKSHOP IN LEADERSHIP

THE creation of "Room 63," the Secondary Curriculum Workshop at the Stanford School of Education, was undertaken wholly through the use of student leadership, as a practical demonstration in how students can become active and responsible participants in their own learning processes. A room was set aside in the Education Building for the workshop. It was a typical classroom containing only tables, chairs, and empty shelves. Today the workshop is a well-stocked laboratory containing a vast assortment of all kinds of curriculum materials, bulletin boards, and display facilities. No budget provision was made for the laboratory and no assistance was provided. The achievement was due entirely to students who worked under the guidance of the faculty instructor in charge. Here indeed was a real life demonstration of what student leadership could do!

THE purpose of the workshop was to demonstrate a modern classroom in action, utilizing this environment for vitalizing the methods courses that the student was taking prior to student teaching. Also, the laboratory was to be a source of teaching materials for the student during his student teaching experience. If he wanted to make a bulletin board about atomic energy, the current magazines in Room 63 would supply him with abundant resources. Prior to this, of course, he would have made and evaluated his own bulletin boards in Room 63 to try out his skill in using this approach to teaching. The workshop then needed many kinds of supplies. With no money at all, the students canvassed faculty and classmates for appropriate material. The Education Library provided the laboratory with an extensive collection of curriculum materials from all over the country. Publishers sent recent textbooks for a classroom textbook library; bulletin boards were made by the students; and two were donated by an interested manufacturer. Above all, the students collected an extensive assortment of current magazines

since this was felt to be a prime source not only for the enrichment of teaching, but probably the most accessible for any teacher in any situation.

EVALUATION OF THE WORKSHOP

IN EVALUATING the workshop, some significant outcomes in the realm of student leadership were discernible. Probably the most significant was the recognition of the necessity of having future teachers actually use the kinds of materials that would be valuable to them in practice. Leadership as a skill has to be leadership "for" something. It is almost impossible to have genuine student leadership in a single textbook situation. Leaders emerge where there are problems to be solved; problems are not to be found in a classroom where all the learning is predigested and narrowly channeled. Thus a variety of instructional materials is mandatory wherever we seek to develop student leadership so that significant problem-solving situations may emerge. One of the primary functions of the workshop was to gather such materials; about one-third of the shelf space was devoted to current magazines, for instance. Students under their own leadership gathered these materials, figured out a way of organizing them (which subsequent classes are free to change), directed class discussion around them, analyzed problems of classroom use, control, and collection. Student groups undertook to demonstrate effective use of the bulletin board and many fascinating and original displays were produced for a variety of classroom situations. Again, a variety of leadership skills was demonstrated, since a group of this sort will need someone with artistic ability, someone who is informed on the subject matter, and someone skilled in working with hammer and nails.

A SECOND outcome was a negative one. We were shocked to recognize the low level of self-direction that one could expect even from students on the graduate level (most of our students were candidates for M.A. degrees in education and various academic specialties). One almost ludicrous example was a group that took over the task of devising a plan for the administration of the room when no classes were in it. It had been the policy to keep the room locked so that materials were not lost and to put the key in the Education Library where it was readily available to any student. This key had already been lost and found and lost again about three times over. What could be done? A group

of advanced graduate students took almost two weeks of meeting and talking to find an answer to this essentially simple problem. But, unfortunately, the group members, future teachers every one, were deficient in simple problem-solving techniques, were timid about taking responsibility, were confused and even offended by the practical demands of the situation. Not all groups were like the one above, but there were enough such reactions to make us recognize a basic lack in our own students, a lack of leadership skills themselves. Before we can expect teachers to impart such skills to youngsters in their classes, it is obvious we must train the teachers in the exercise of such skills.

A third outcome was the direction that class discussion developed as a result of such experiences. Students started asking significant questions about leadership in the classroom and this in turn necessitated many class hours of discussion about topics like the following:

1. How can a teacher create similar leadership situations in a high school classroom?
2. How does one go about training students for more effective leadership?
3. What are some of the pitfalls for the beginning teacher to watch for in using student leadership?
4. How does one identify the leaders of a group? What kinds of leaders are there? How does one facilitate passing leadership roles around a group?
5. How can we evaluate student leadership? How do these intangibles add up to a semester grade?
6. Can and should every student have such leadership experience?
7. What kinds of teaching materials are essential in order to provide a variety of leadership experiences?

The discussions were lively, controversial, and challenging because the questions arose out of a felt need. Often there were great disagreements, and no effort was made to enforce a single standard of teaching. The main purpose of the experiences of the laboratory was to provoke fundamental educational thinking and thus help each future teacher find a good solution.

FROM THEORY TO PRACTICE

HOW well did these experiences carry over into student teaching? A doctoral study made an attempt to evaluate the first group of

students to go through both the laboratory and student teaching.³ While only a very few students could be studied, the evidence is sufficient to show that as student teachers these students were demonstrating competence in many of the areas desired, yet most of the students had a long way to go in developing student leadership. Most of the classes in which the students were placed for student teaching made only minimal use of student leadership, yet, in the few instances where student leadership was used extensively, a real classroom laboratory approach was being provided with emphasis on group problem solving; a variety of instructional materials, particularly current materials; use of bulletin boards; and a wide range of teaching techniques. Thus, where the actual classroom in the high school provided the right environment, the student teacher who had helped build Room 63 was able to move into genuine reliance on student leadership. Our problem now is to help teachers in the field to build classroom laboratories so that student teachers may try out the lessons of the university. It is hoped that follow-up into actual teaching will help us evaluate the workshop experience further.

AS ONE student wrote in evaluating the work of the quarter, "I never realized how many talents other people had that could contribute to something that I was working on." Other students remarked with amazement, chagrin, and sometimes complacency on how much *they* could do if given the chance! The initial experiences with the workshop are promising, though there remain many unsolved problems. Using student leadership in graduate level teaching is not easy, particularly since students are so unused to this approach. But there seems to be an increasing awareness on the part of more and more students that democratic leadership can be developed in high school classrooms where the teacher sets the stage—a classroom rich in current materials that challenge the group to solve real and important problems in learning.

³ Ruggles, Charles. "Pre-Service Secondary Curriculum Materials Workshop." Unpublished doctoral dissertation. Stanford University, School of Education, 1950.

Social Anthropology: Recent Trends and Significant Literature

John Useem

SOCIAL anthropology, somewhat like atomic physics, has been catapulted from the status of relative obscurity within a small circle of intellectuals to a position of high visibility among the literate publics of American life. But, unlike atomic physics which stems from a well-developed discipline, social anthropology has a more limited scientific heritage; anthropology itself is a comparatively new science. Hence, its present work consists mainly of pioneer explorations into the cultural patternings of human relationships. Though still in an early phase of development, the initial results have proved illuminating, the field is expanding rapidly, and the future seems promising.

PREFACE TO THE PRESENT

THE meteoric rise of anthropology in the constellation of the sciences stems primarily from four factors. First, there has been a decided increase in public awareness, especially since World War II, of the urgent necessity for securing greater understanding of the "rest of the world." Though for generations we have been in contact with alien cultures, we have tended to view foreign societies as peripheral to our central foci of interest. Thus the civilization of the Near East was deemed more a phase of our ancient heritage than a functional part of our immediate world; and the continents of Asia,

Africa, and South America appeared as remote lands inhabited by natives who practiced curious customs rather than immediate neighbors whose affairs were inextricably connected with our own. Knowledge about the peoples of the world and their cultures is no longer viewed with indifference or regarded as an enchanting source of entertainment; it is now accepted as a crucial prerequisite for sharing world-wide responsibilities and for national survival itself. The very names of distant places—as for example, Bikini, Saigon, and Batavia—no longer seem strange; and the events transpiring in Pakistan, Formosa, and Korea make headline news. Anthropology has come to the foreground as a science capable of suggesting meaningful interpretations of human behavior in cross-cultural relations in place of the stereotyped images of races, nations, and cultures.¹ Both in military operations and in civilian programs which entail intercultural transactions, anthropology has offered valuable aids to those responsible for policy decisions and administration. Beyond its practical contributions to the immediate problems in world affairs, anthropology provides an orientation for those who seek a greater understanding of mankind.

SECOND, there has been a marked growth of interest in acquiring perspective and insight into our own way of life. Pre-existing social arrangements have come in for renewed examination as we have endeavored to reaffirm and reinforce our basic values. The assessment of one's own patterns is indeed a difficult undertaking; genuine objectivity is exceedingly hard to come by. An analysis of the familiar and established requires methods which explain rather than merely reclassify according to some formal scheme or restate in a technical vocabulary or rationalize the dominant patterns. Social

With this article by a professor of sociology and anthropology at Michigan State College, *Social Education* continues a series devoted to discussions of significant developments in the social sciences. This analysis of the nature of social anthropology with the accompanying suggestions for further reading should be welcome to social studies teachers.

Reprints of this and the preceding articles in the series may be secured by writing to Merrill F. Hartsorn, Executive Secretary of the National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington 6, D.C.

¹ Otto Klineberg presents an informative documentation on stereotypes of "others." *Tensions Affecting International Understanding*. Bulletin 62, Social Science Research Council. New York: The Council, 1950.

anthropology attempts to provide an appropriate methodology for analyzing American culture. The premises and configurations as they bear on individuals and groups are examined with scientific detachment, conceptual schemes derived from the study of many different societies are employed, and the existing arrangement is related to the total range of human adjustments. Exploratory studies have been made on the socialization of the child, the web of community life, the acculturation of ethnic and racial minorities, systems of stratification, and the national character. These pilot projects are to be regarded as indicative rather than definitive; they comprise suggestive hypotheses rather than validated conclusions. Nevertheless, they make profitable reading for they reveal and clarify many facets of American culture.

THIRD, there has been an increased recognition of the utility of interdisciplinary work. Many engaged in advanced scientific problems have come to realize the incapacity of their individual specialties to comprehend unaided some of the basic phenomena of their fields or to extend further their researches into important unknown sectors. The earlier development of specialization made for decided gains in technical skills, and the continuing advancement of the various subdivisions of science necessitates this intensive study of narrow segments in order to gain in depth and precision. It also makes essential the fostering of new means for integrating skills and findings to secure a coherent account of the whole. The effective employment of interdisciplinary studies in the natural sciences (dramatized by the Manhattan Project) and in the social sciences (exemplified by large-scale, wartime projects) demonstrated the efficacy of cooperative work. Anthropology, long accustomed to drawing upon the work of many sciences, has played a strategic role in recent programming of multidiscipline research, serving as synthesist in some areas and catalyst in others. At present, social anthropologists are involved in interdisciplinary studies with psychiatrists, clinical and social psychologists, nutritionists, geographers, sociologists, statisticians, and a variety of other scientists.

Anthropology has responded to the need for studies of a series of scientific problems and social questions neglected by or outside the primary interests of the more established disciplines. Anthropology has oriented itself from the outset

to the total matrix of human relations and hence has pursued inquiries into these aspects insufficiently covered by the related sciences. Few social sciences draw upon the empirical evidence of human behavior outside of the sphere of the Western world, though most of mankind falls outside of that orbit of life. Anthropology seeks to discover what elements are universal in human affairs and which are the product of a particular combination of physical and social conditions. The subject of race has aroused much discussion as to the innate capacities and social consequences of different biological heritages. Anthropology examines the races of man to find out the characteristics of racial groups and to ascertain the degree to which their apparent differences are valid. Other studies have probed into the origins of man and his lines of evolution, thereby yielding light on man in relationship to other forms of life and the connections between different kinds of men. Social institutions such as the family have been the source of much speculation as to the basis of the social rules and the efficacy of prevailing practices. Anthropology has classified the varieties of kinship systems and has offered a means for interpreting particular patterns in relationship to the total arc of human patterns. The processes of invention and diffusion have been traced to learn how societies are built and socialization and acculturation are studied to see how the cultural heritage has been passed on or altered. Investigation of the linkage between habitats, economies, and technologies shows how people work out their adaptations to varying kinds of environments and circumstances. These assorted studies seem to take the field into many different specialties, yet the unity of the discipline has been strengthened by their development. It was early discovered that there was a basic unity in mankind and that the various social manifestations could be explained in terms of common human and social processes.

FOURTH, a newcomer to the area of scientific inquiry, anthropology has demonstrated a capacity to make substantial contributions. Its initial contributions have won for it the support of related sciences, public officials, and educational administrators. Ample opportunities have been provided. Generous financial support from foundations has made possible expensive field studies. Higher educational institutions have encouraged the introduc-

tion of courses for the training of both undergraduates and graduates.

Any young and rapidly growing science offers its members major challenges which are responded to in different ways. The scientific problems of anthropology are multiple. Only a very limited segment of the projected universe of study has been subjected to empirical research, and even these modest undertakings have yet to be accomplished adequately. Major methodological problems await systematic work, empirical investigations require more rigorous scientific procedures, suitable theoretical schemes are greatly needed, and trained investigators are short in supply. It is worthy of note that the discipline has not by-passed its pivotal problems by becoming preoccupied with routine surveys of minutiae or concentrated on "safe" types of research that are devoid of any possible significant discoveries of social relevance. Social anthropology is singularly free of confining doctrines, rigid boundary lines, and ideological creeds. There is little demand for a disciplinary orthodoxy; anthropology has sponsored and encouraged whatever distinctive approaches showed promise, eagerly welcomed new methods and analytical tools that might facilitate its goals, and vigorously engaged in critical appraisals of its own accomplishments. The combination of a spirit of intellectual freedom, enthusiastic support of new explorations, and substantial research on the frontiers of knowledge has enabled social anthropology to capitalize on the unprecedented opportunities available during the past decade.

SOME of the notable current anthropological activities may appear to be in rather sharp contrast to the more traditional types of work. On the surface they are; in the total framework, they are pertinent extensions of the anthropological approach to new areas of life. The earlier popular image of the anthropologist was one of a rather bizarre character who ventured into strange places of the world to observe first-hand the exotic traits of the aborigines or who excavated ancient sites to find the bones and stones of the past. Anthropology does continue researches into contemporary and pre-historic "primitives"; yet these areas of investigation are not designed solely as ends in themselves but means for securing the maximum knowledge of how man works out his adjustments under varying conditions and in different kinds of environ-

ments. As such, they also serve as a prelude to the study of modern man in his present setting.

NEW FIELDS OF INQUIRY

THIS report is limited to the newer studies which apply the anthropological approach to human relations in the contemporary world. No attempt is made to cite the many individual investigations currently under way nor to identify the names of the scholars and institutions participating in each of these studies. Excluded is any appraisal of the strengths and weaknesses of various approaches or any forecast on how enduring these current interests will prove to be in the future. For our purposes, six examples are given to indicate fields which are attracting widespread interest among American social anthropologists.

Area projects. The comprehensive coverage of whole sectors of the world, such as Southeast Asia, Latin America, and the Middle East, is a new emphasis in an old field. This is, in essence, an extension of the earlier practice of confining each study to a single society to the encompassment of a number of different societies sharing a common locus, environment, and culture. Heretofore most field work has consisted of a single field worker who tried to observe all aspects of one small-scale group; area projects draw upon experts from many disciplines to examine a series of related peoples. Conceptual tools suitable for this field are leading to the refashioning of prior analytical instruments. As yet, relatively few of the many area projects have advanced to the phase of publishing their results. We may anticipate, however, a number of substantive area monographs within the next few years.

Social character. The sphere of social character studies is the analysis of the cultural configurations which shape the actions of members of each society. The objective is to find scientifically sophisticated answers to the common-sense question often posed about alien peoples—"What are they really like?" Recently this question has been raised about our own society. The social character of a society is derived by inference from clues evidenced in the cultural traditions and symbols, the style and web of life, mythology, sentiments, and value systems. Conduct typical of the representative individual is identified with respect to that which is permissive or mandatory, esteemed or dishonored, habitual or extraordinary. Inquiries of this order are being

made about nations, major civilizations, and ethnic groups. Exemplifying this approach are two experiments in the analysis of Japanese and American character.² Other comparable studies are scheduled to appear in the near future.

Personality and culture. The comparative study of the individual in various cultures comprises the primary area of research in this field. Many different theories and methods have been used. One of the most notable has been the construct of basic personality structure inherent in each society. It is incorporated into the individual through the socialization of the child and subsequently influences the total life pattern of the adult.³ Revealing surveys have been made of the adolescent in different cultures, the social mechanisms of child-rearing, and the processes of learning. Other important researches have attempted to discover constitutional types and their associated temperaments. Considerable knowledge has been acquired on the linkages between the covert life and overt acts of individuals in various cultures; for instance, the social origins of anxieties, hostilities, compulsions, aspirations, frustrations, and various psycho-pathological syndromes as they are manifested in personal behavior. The ingenious use of projective techniques and the cooperative studies of anthropologists and psychiatrists have made possible penetrating analyses of the inner life of persons in relationship to the cultural milieu in which individuals function. Probably no single field in social anthropology has attracted more public interest.

Acculturation. This field focuses on the study of changes which occur when members of societies with different cultures come into intimate and continuous contact. Investigators record the alterations in personal-social adjustments to life, technology and economy, status groups and social institutions, language and mores. The responses to cultural innovations are observed to ascertain the zones of resistance and those of receptivity, the degree of plasticity or rigidity in making accommodations, the durability or fragility of indigenous patterns, and the reorientation of the society resulting from acculturation.

² Benedict, Ruth. *The Chrysanthemum and the Sword*. Boston: Houghton Mifflin Co., 1946. See also Gorer, Geoffrey. *The American People*. New York: W. W. Norton and Co., 1948.

³ Kardiner, Abram. *The Psychological Frontiers of Society*. New York: Columbia University Press, 1945. For another approach see the revealing work by E. Fromm. *Escape from Freedom*. New York: Rinehart and Co., 1941.

It is self-evident that the dominant forces in the modern world are bringing societies into ever closer contact. Acculturation research is being expanded from single surveys of the impact of the initial culture contact to continuing studies of the ongoing processes which are generated by continuous cross-cultural interaction.

Applied anthropology. Stated in its broadest usage, applied anthropology is the study of man's organized attempts to achieve normative ends and the social consequences, intended and unintended, of these efforts. Studies in applied anthropology endeavor to determine how men in different cultures make, legitimize, and execute decisions that affect the social change of the members of a social system. Within this framework research has been undertaken of the organization and administration of human relations in such diverse social systems as occupied nations, colonial and nonself-governing societies, ethnic communities, and industrial plants. Some of the studies are designed to secure data of practical use so as to facilitate intergroup communication, to mediate social stresses, and to enhance the meaningful utilization of cultural resources. The extensive use of anthropologists by public agencies during World War II and thereafter has made for major developments of this field. By virtue of the complex nature of its subject matter, applied anthropology has found interdisciplinary work indispensable, and current researches are breaking new ground.

Social stratification. Differentiations in social rank are common to all human organizations; these gradations are based on different social norms, such as prestige, wealth, and power, and in large-scale societies form strata of class and caste. Even in small homogeneous groups there are varying types of hierarchies. The significance of stratification in the ordering of social relationships has long been recognized. Anthropology has attempted to focus on this axis of social life in the modern world. Interest in this subject arises in part from the profound changes which are taking place in the traditional differentiations in response to the forces at work in the world today. Two patterns of ordination have attracted widespread interest; the relationship between super-ordinates and subordinates in those areas of the world in which the native populations are ruled by foreign powers and that amongst the members of a particular society. We are witnessing in our generation a profound world-wide revolution in the status of societies. Many peoples that for centuries have been with-

out self-rule have gained their independence and are in the midst of building new states and embarking on social and economic reforms that are as far-reaching in their effects as those which took place when the Western world was transformed from a feudalistic-medieval culture to a capitalistic-industrial one made up of a constellation of new states. Yet in the same era, other peoples have been subjected to foreign domination on an unprecedented scale. We are accustomed to think of colonialism and imperialism as outmoded patterns. Still, despite the gains in freedom in some areas, a greater proportion of mankind exists today in a state of dependency on an alien power than ever before in human history. The world is now in the midst of a major struggle for the determination of the locus of power in the governing of men. Native groups in many regions of the world are caught in the midst of this power contest. Many which are yet subordinate to outside rulers are becoming actively engaged in movements to alter the preexisting relationships and others are in the process of accommodating to their new condition of subordinates to different sets of foreign rulers. Anthropology is attempting to analyze the impact of subordination of native societies, the nativistic and nationalistic movements which are generated by this status, the interaction between the dominated and the dominants, and finally, the aftermath of subordination. The second pattern of ordination on which attention has been focused is stratification in this country with respect to its forms and its effects on the social chances of individuals. Studies of American communities in the context of social class have thus far uncovered significant findings on the socialization and training of children, styles of living, and other social patterns which are enlightening to those engaged in teaching.⁴

RECENT LITERATURE

THE following books were chosen to represent publications of the past three years. They include interpretations of recent trends in anthropology, collections of a series of individual studies within a common framework, reports of empirical field work, and the comparative analyses of social systems. These monographs are notable for their clarity of presentation and will

⁴ See, for examples, Warner, W. L., Havighurst, R. J., and Loeb, M. B. *Who Shall Be Educated?* New York: Harper and Brothers, 1944; and Davis, Allison, and Havighurst, R. J. *Father of the Man*. Boston: Houghton Mifflin Co., 1947.

be found stimulating reading by those who want first-hand acquaintanceship with new investigations and findings in social anthropology.

I

MIRROR FOR MAN: THE RELATION OF ANTHROPOLOGY TO MODERN LIFE. By Clyde Kluckhohn. New York: McGraw-Hill Book Co., 1949.

HUMAN RELATIONS IN A CHANGING WORLD: OBSERVATIONS ON THE USE OF THE SOCIAL SCIENCES. By Alexander H. Leighton. New York: E. P. Dutton and Co., 1949.

THE SCIENCE OF CULTURE: A STUDY OF MAN AND CIVILIZATION. By Leslie A. White. New York: Farrar, Straus and Co., 1949.

The central topic of these books is the present state of anthropology.⁵ Kluckhohn's account has as its objective the presentation of some of the salient contributions made by anthropology to the understanding and solution of contemporary issues. "Anthropology provides a scientific basis for dealing with the crucial dilemmas of the world today: how can peoples of different appearance, mutually unintelligible languages, and dissimilar ways of life get along peaceably together?" The ensuing discussion is devoted to illustrating some of the extant knowledge about the customs of mankind, human evolution, race relations, language and communication, personality and culture, and other topics. This review closes with a provocative interpretation of American and world society.

Leighton's book is organized around a single thesis, namely, the role of the social scientist in a democratic society. The author draws upon the wartime experiences of social anthropologists in government. With candor and objectivity, Leighton relates the activities of a group of scientists indicating wherein they were effective or otherwise. He completes his realistic appraisal with practical proposals for promoting the greater employment of social science in national affairs.

White's collected essays concern the nature of science, a critical evaluation of recent trends in social anthropology, and a proposed program of the appropriate sphere for anthropological studies. Other sections discuss the question of the extent to which modern man is capable of controlling his civilization and the cultural processes which determine change. Those wishing to read a critique of the trends outlined in the first

⁵ See also Linton, Ralph, editor. *The Science of Man in the World Crisis*. New York: Columbia University Press, 1950.

part of this paper will find this a stimulating book.

These books collectively reflect the range of judgments among anthropologists as to the immediate and potential values of the field. They are especially helpful in familiarizing the reader with concrete examples of existing work and moot issues. Knowledge of the actual condition of social science and social anthropology in particular will enable the citizen to appreciate wherein the discipline may be useful.

II

SOCIAL FORCES IN SOUTHEAST ASIA. By Cora du Bois. Minneapolis: University of Minnesota Press, 1949.

MOST OF THE WORLD: THE PEOPLE OF AFRICA, LATIN AMERICA, AND THE EAST TODAY. Edited by Ralph Linton. New York: Columbia University Press, 1949.

These constitute the most instructive of the first publications on area studies and foreshadow the kinds of treatises we may anticipate with the further development of area work.⁶ *Social Forces in Southeast Asia* consists of three brief but excellent essays: an introduction to the anthropological tools for the study of cultures, a general picture of an area in which a fourth of humanity resides, and a concluding discussion on the conditions which have brought about the present conflicting state of affairs. It is probably the most succinct report now available on an area which has attracted world-wide concern in the postwar years.

Most of the World is a substantive report by twelve scholars on areas little known to most Americans—Mestizo America, Brazil, Southern and Eastern Africa, West and Central Africa, North Africa, the Near East, India and Pakistan, Southeast Asia and Indonesia, China, and Japan. There are two chapters on world resources and population trends that provide a background for interpreting the individual case studies, and an exceptionally brilliant study by Bascom of West and Central Africa. The various areas are described for the most part, within a common frame of reference, thereby allowing the reader to grasp the similarities in recent developments and to see the particular combina-

tion of events peculiar to each locality. For those wishing a comprehensive survey of the main patterns and trends in many of the volatile areas of the world, this book will prove of inestimable benefit.

III

THE DESERT PEOPLE: A STUDY OF THE PAPAGO INDIANS. By Alice Joseph, Rosamond B. Spicer, and Jane Chesky. Chicago: University of Chicago Press, 1949.

PERSONALITY: IN NATURE, SOCIETY, AND CULTURE. Edited by Clyde Kluckhohn and Henry A. Murray. New York: Alfred A. Knopf, 1948.

PERSONAL CHARACTER AND CULTURAL MILIEU: A COLLECTION OF READINGS. Compiled by Douglas G. Haring. Revised edition. Syracuse, N.Y.: Syracuse University Press, 1949.

CULTURE AND PERSONALITY: PROCEEDINGS OF AN INTERDISCIPLINARY CONFERENCE. Edited by S. Stansfeld Sargent and Marian W. Smith. New York: The Viking Fund, 1949.

MALE AND FEMALE: A STUDY OF THE SEXES IN A CHANGING WORLD. By Margaret Mead. New York: William Morrow and Co., 1949.

One of the major interdisciplinary research undertakings of the past decade is known as the Indian Education Research Project. The task was conceived of as being the study of the development of personality in five American Indian tribes. These comparative data on individual adjustment in various cultural contexts serve as the basis for further studies in applied anthropology, *viz.*, the effects of the Indian Administration in general and of the Indian Service's new policy in particular on Indian life. Joseph, Spicer, and Chesky, a team of two anthropologists and a psychiatrist, worked on the Papago reservation.⁷ This book offers the reader an informative account of the socialization of the Indian child in relationship to his total social world.

The Kluckhohn-Murray and Haring volumes are chiefly anthologies of articles on personality and culture. The two collections present excerpts from the writings of over sixty different scholars in the field. Most of the papers were published originally in professional journals which ordinarily are accessible to relatively few and time-

⁶ Three other outstanding publications are: *Handbook of South American Indians*, edited by J. Steward. 5 vols. 1946-49; *The Indians of the Americas* by John Collier. New York: W. W. Norton and Co., 1947; and *Handbook on the Trust Territory of the Pacific Islands*. Washington: U. S. Government Printing Office, 1948.

⁷ Other monographs published in this series are: *The Hopi Way*, by Laura Thompson and Alice Joseph, 1944; *Warriors Without Weapons: A Study of the Pine Ridge Sioux*, by Gordon Macgregor, 1945; *The Navaho* and a subsequent volume, *Children of the People*, by Dorothea C. Leighton and Clyde Kluckhohn, 1947.

consuming for many to locate. Sargent-Smith is the product of a meeting of anthropologists, psychologists, psychiatrists, and sociologists held to consider selected problems in connection with the formulation and evaluation of past studies in personality and culture. The interplay of ideas presented serves a useful purpose for those wishing to consider the interrelationship between various approaches to the field.

Margaret Mead's studies in personality and culture are familiar to many Americans. *Male and Female*, in a sense, is the logical continuation of the themes presented by the author in her prior writings.⁸ The earlier observations of seven Oceanic peoples are reinterpreted and compared to patterns in American life. This book gives the mature reflections of an anthropologist who has devoted twenty-five years to the study of the dynamic interrelationships between human nature, socialization, and culture. The patterning of sex roles with respect to their cultural forms and personal-social consequences comprises the principal theme. A cultural approach to the two sexes serves not merely as a means for illustrating the varieties in human behavior from society to society but also as a scientific instrument for discerning the nature of personality formation of male and female in each age grade in different social systems and for discovering the social effects of accentuating different qualities in the personality make-up of individuals.

Those curious to learn what the social anthropologists have uncovered about personality and culture in our own and other societies will find these books profitable.

IV

CASTE AND CLASS IN A SOUTHERN TOWN. By John Collard. Second edition. New York: Harper and Brothers, 1949.

NEGROES IN BRITAIN: A STUDY OF RACIAL RELATIONS IN ENGLISH SOCIETY. By K. L. Little. London: Kegan Paul, Trench, Trubner, and Co., 1948.

AN AFRICAN ARISTOCRACY: RANK AMONG THE SWAZI. By Hilda Kuper. London: Oxford University Press, 1947.

THE UNIFORM OF COLOUR: A STUDY OF WHITE-BLACK RELATIONSHIPS IN SWAZILAND. By Hilda Kuper. Johannesburg: Witwatersrand University Press, 1947.

⁸ See, for example, Mead, Margaret, *From the South Seas: Studies of Adolescence and Sex in Primitive Societies*. New York: William Morrow and Co., 1939.

The comparative study of human relations serves two primary functions: It provides the basis for finding the common denominators in human relations and it offers criteria for determining what is distinctive about any particular society. These books make possible a comparative approach to the understanding of stratification with respect to one major variable, namely, race relations. Dollard's book was first published before World War II and has been reissued with an additional preface. It is a study of personality and social interaction in a small southern community. The British and African studies offer specific cases for comparison with the present American patterns.⁹ Little relates the findings of an empirical study of the colored community in Cardiff and implements this with a discussion of race relations in Britain in the past and at present. Kuper's two books are in reality one integrated study. They give the history of the contact between an African tribe and the Europeans who occupied South Africa. The author describes the social hierarchy within the native society and the impact upon it of the larger system of stratification brought on by white dominance. Americans will find these comparisons helpful in ascertaining what is unique to and what is characteristic of race relations in our nation today.

V

SELECTED WRITINGS OF EDWARD SAPIR: IN LANGUAGE, CULTURE AND PERSONALITY. Edited by David G. Mandelbaum. Berkeley: University of California Press, 1949.

SOCIAL STRUCTURE: STUDIES PRESENTED TO A. R. RADCLIFFE-BROWN. Edited by Meyer Fortes. London: Oxford University Press, 1949.

SOCIAL STRUCTURE. By George Peter Murdock. New York: The Macmillan Co., 1949.

SOCIAL ORGANIZATION. By Robert A. Lowie. New York: Rinehart and Co., 1948.

The essence of any science consists of its generally accepted conceptual scheme, validated propositions, cumulated and relevant empirical data, and significant hypotheses calling for new researches. The books in this group are meritorious for their contributions to one or more of these essentials. Sapir was one of the seminal minds of American anthropology and his studies

⁹ An additional comparison well worthy of consideration is that given in an earlier work by Pierson, Donald, in *Negroes in Brazil*. Chicago: University of Chicago Press, 1942.

on language, personality, and culture are landmarks in the discipline. Though many of the articles in this collection were written years ago, they are still highly pertinent to the topics discussed in the prior sections of this paper.

The eleven studies issued under the title *Social Structure* are stimulating theories about little known sectors of social life such as character formation, value systems, authority, and public opinion as exhibited in different types of societies. An outstanding discussion by John Embree on American military government completes the series. This book was written to honor one of the pioneers of social anthropology and clearly shows the nature of the frontiers today.

Murdock's *Social Structure* is a systematic study based on the comparison of patterns found in 250 different societies. It is a major product of the Cross-Cultural Survey which records and classifies the cultural traits of societies as reported by various field investigators. The skillful use of statistics and the postulational method of science in this pilot project makes possible greater scientific rigor than is found in most previous comparative studies of culture. The chief focus of Murdock's book is on the structure and dimensions of the family in various kinds of social systems.

Social Organization is an inquiry into the varieties of social schemes found both in Western and non-Western civilizations. It takes cogni-

zance of the psychological and sociological aspects of customs and the interrelationship between these elements. The book includes sections on the principles of grouping, evolution, kinship, marriage, property, law, education, social strata, associations, and the state.

Social Organization will be of especial interest to those who wish a general introduction to these fields.

PROSPECTUS FOR THE FUTURE

THE study of man has only begun. It seems probable that anthropology will remain in its protean state, undergoing many transformations as the spheres of its researches are refined and sharpened. Though we may anticipate continued changes in the methods and scope of anthropological studies, it does not follow that the discipline is without any firm orientation. A solid core of theory guides the studies undertaken and a correlated body of validated knowledge is being accumulated. We probably shall not witness in our day the attainment of a science of man equivalent to the science of nature, but at least we are moving in that direction with high expectations and with sufficient initial results to sustain our hopes. Social anthropology with its genuine promise and current efforts has potentialities that are worthy of the attention of thoughtful citizens and especially of teachers of the younger generation.

BEYOND KOREA

(Continued from page 340)

"THE LARGER FREEDOM"

WHAT, ultimately, do we seek? "In building a more secure and prosperous world," Mr. Acheson declared, "we must never lose sight of the basic motivation of our effort: the inherent worth of the individual human person. Our aim is to create a world in which each human being shall have the opportunity to fulfill his creative possibilities in harmony with all."

Implicit in the Secretary of State's remarks was a warning to his own countrymen and to all other peoples of the "free world." "Our faith and our strength are rooted in free institutions and the rights of man," he said. This often-repeated observation is profound in its implications. "For what," St. Luke once asked, "is a

man advantaged, if he gain the whole world and lose himself, or be cast away?"

Mr. Acheson closed with simple yet throbbing words: "The peace the world wants must be free from fear—the fear of invasion, the fear of subversion, the fear of the knock on the door at midnight.

"The peace the world wants must be free from want, a peace in which neighbors help each other, and together build a better life.

"The peace the world wants must be a moral peace, so that the spirit of man may be free, and the barriers between the hearts and minds of men may drop away and leave men free to unite in brotherhood.

"This is the task before us."

The State and the Curriculum at the Junior High School Level

Clarence Killmer

EMPHASIS on one's state was more prominent in the past than today. Technological advances in transportation and communication have lessened time and space and have de-emphasized the state. The "reserved" powers of the states are, however, judiciously guarded and protected. Leading political issues today evidence this. Civil rights, taxation programs, pensions and social security, conservation measures, child labor laws, licensing, and educational grants-in-aid are some of the active issues.

Our educational system has considered the pupil a ward of the state and the public school its educational agency. With the decline of the influence of the home, the farm, and the small town, society is continually increasing the responsibility of its educational agency.

Just how much, when, what, and where should emphasis on the study of one's state be given in the secondary curriculum? This ever-recurring question needs answering from time to time, better to gear subject matter to the times.

THE STATE'S ARM

EACH state uses its constitutional powers to direct the operation of public education. In Ohio the legislation is broad and liberal. Section 4837 of the General Code, State of Ohio, states: "a graded course of study for all schools . . . there may be included the study of . . . the history of the State of Ohio . . . including the constitution. . . . Every high school shall include in the requirements for graduation from any cur-

"Emphasis on the study of one's state offers a real opportunity to meet the needs of the individual pupil, the community, and society in general," the author writes. In this article he reports on current practices in Ohio. Mr. Killmer is a social studies teacher in the Wilbur Wright Junior High School in Cleveland.

riculum one unit of American history and government." (A unit in this sense is a subject offering taken daily for one school year.) Local school boards in Ohio are allowed quite wide powers.

The unit of American history and government requirement is usually given in Ohio schools in either the eleventh or twelfth grades. This means that a pupil who leaves school before graduation fails to receive, among other things, a real opportunity to understand and appreciate the American way of life. State law allows withdrawal from school on the advent of the sixteenth birthday, providing the pupil has a work permit and is to work under its provisions. In Cleveland, approximately 40 percent of the pupils withdraw from school between the ninth grade and graduation in the twelfth grade. This situation is probably typical of most industrialized areas. Thus, the development of better citizens becomes of necessity a junior high school problem.

A questionnaire was directed by the writer to 131 Ohio secondary schools (76 of 175 six-year high schools, and 55 of 115 junior high schools in Ohio). The returns showed that the junior high schools devote some part of their time to the study of Ohio. Although current practices are far from uniform, the unit is usually placed in the eighth grade program for a six-week period.

COMMUNITY PRACTICE

Educational leaders ask teachers to keep their eye on the real and significant areas of human living. A person born in a state is a citizen of that state as well as of the United States. With this duality, it is well to have all "junior" citizens better informed of this citizenship pattern.

All junior citizens have had and are having numerous direct, meaningful experiences within and about their state. These experiences include errands to the county court house on matters of

property and vital statistics; visits to the historical society; and studies of roads, parks, picnic and camping facilities, and fish and game laws. They also include library activities; an awareness of regulations for part-time work; and frequent discussions in school and around the family dinner table of village, city, county, and state political issues.

It is the school's responsibility to give the experiences organization and meaning. Textbooks on the state are usually ample and are continuously forthcoming. Supplementary materials are available. Sixteen millimeter sound films offer excellent supplementary audio-visual aids. Radio, strip-films, recorder-playbacks, and television are other potential audio-visual devices.

Just what areas should be emphasized in the study of one's state?

The schools sampled in the questionnaire previously mentioned expressed the belief that most emphasis should be given to government. Geography and history, they felt, were important but secondary in the program.

Topics in each of these three areas were rated by the reporting schools. Essential topics in the governmental area are: citizenship duties and responsibilities; city government; county government; state executive-legislative-judiciary; state constitution; township and village government. Topics rated as being important, but less than essential are: education in Ohio; conservation and recreation; public health and welfare. Topics rated as being useful but less than important are: taxation in Ohio and regulation of industry and industrial conditions.

Essential topics in the area of geography are: natural resources; physical features; Ohio industries. Topics rated as being important, but less than essential are: occupations; agriculture in Ohio; and transportation-communication. Topics rated as being useful but less than important are rural and urban life. Occupational content emphasis should include: leading occupations; industries; trends in employment; aptitudes, interests, and abilities in relation to vocational opportunities; and steps in vocational preparation.

In the history of Ohio area, topics rated essential are: settlement of Ohio and its contributions to the nation. Admission of Ohio to the Union is rated as being important, but less than

essential. Topics rated as important are: growth of Ohio and outstanding Ohio men and women. Topics rated as being useful but less than important are: Indians in Ohio and history of education in Ohio.

PRODUCTIVE CLASSROOM PROCEDURES

ONE learns most quickly that which has meaning for oneself. Direct experiences provide a natural avenue for the study of one's state. These experiences can be shared in a number of ways: There is the exhibit or display for collections and third-dimensional projects; there is the display board for creative cartoons, illustrations, and maps; there is the bulletin board for contemporary materials.

The newspaper clipping is also useful. Individual pupils or committees can assume responsibility for keeping the class posted on various current issues. They can share their findings by means of oral reports and class discussion, carefully planned notebooks, and well-planned bulletin board displays.

A similar technique can be used to secure and share the opinions of people in the community. Individuals or committees can interview citizens; write letters requesting specific information; invite speakers (including parents); and organize panel discussions. Activities of this nature lead naturally into the organization of school elections and mock political campaigns, school assembly projects, community polls, and direct participation in community historical and political events.

Real and life-like procedures can be used effectively in the study of one's state. There is the pleasantness of variety, in our attempt to reach all pupils, to make learning more lasting. Attitudes are reinforced with actual life situation experiences. In the process, good citizenship is developed. The teacher is the directing influence in this effort to acquire a better understanding of our democratic way of life.

Recognition of the state's powers, gearing emphasis to current trends, and evaluation of community practices through real and life-like procedures are invaluable guideposts for the teacher. Emphasis on the study of one's state offers a real opportunity for meeting more adequately the needs of the pupil, the community, and society in general.

One Magazine Is Not Enough!

Laura K. Martin

THE increasing provision of teaching aids by newspaper and magazine publishers has been accompanied by some very illuminating studies, and has developed some useful new techniques. It has also focused our attention on some new problems, and on new phases of old ones. Some, like the pure advertising motive, are easy to identify. Another may be less evident.

We need to be wary lest the highly attractive offers of quantity subscriptions for classroom use and the carefully worked out teaching aids, complete with quizzes, tempt us into a modern equivalent of the one-text method in the teaching of current affairs.

There is little difference between having everyone in the classroom read the same magazine each week and having every student read and be responsible for learning the minute details in a history or civics text. The preference, in fact, lies with the book as text, since magazines and leaflets, however well edited, do not grow out of the ordered study of one subject over a period of years, which distinguishes the best texts. But whether it be magazine or book, if either is provided in sets, it is difficult to prevent students from placing complete dependence on one publication, assuming that there is in every field just one authoritative source of information.

And it is hardly conceivable that students can get a clear picture of, for example, the medical needs of the American people unless they read the *Survey* as well as *Today's Health* or the *Reader's Digest*. The *New Republic's* charts and discussions give a quite different picture of housing problems from that in the *Nation's Busi-*

ness, while *Vital Speeches* presents more general discussions by men prominent on both sides of this very high fence.

The proceedings of the United Nations Security Council are often front-page news, but the student reading headlines often does not know much about the complex activities being directed by UN commissions all over the world. He needs to know the differing functions of the four magazines devoted to the work of the United Nations. Specifically, he ought to know how the *United Nations Bulletin*, with its official sponsorship, differs from the broader discussions of literary, social, and economic conditions in the UN nations presented in the *United Nations World*.

The student who leaves high school with an acquaintance limited to the mass-circulation magazines, may never know that there are two standard consumer services with monthly bulletins and annual buying guides, which rate brands and tell him what to expect in each. Throughout his life, he will need to draw clear distinction between recommendations made by organizations which use no advertising and the medals and certificates awarded to products advertised in magazines making the awards.

CONTROVERSIAL ISSUES

NEITHER physical science nor literature are the first concern of the social studies teacher, but three or four of the major controversies of the last few years with which periodicals have concerned themselves will surely be brought into the classroom where students hear intelligent conversation at home. The award of the Bollingen poetry prize to Ezra Pound, the Russian Lysenko's theory of genetics (both of which were discussed at length in the *Saturday Review of Literature*), and Bernard De Voto's defense of Vogt's *Road to Survival* when it was attacked by the science editor of *Time*—each of these could lead to a stimulating study of magazines in which the subject of the controversy was the starting point.

Steps along the way would involve other hotly debated issues of our time, for example, what

In the title, the author succinctly states the conviction that led her to write this article. Miss Martin is an associate professor of library science in the University of Kentucky and vice-chairman and chairman-elect of the American Association of School Librarians. Her book, *Magazines for School Libraries* (New York: H. W. Wilson Co., 1950), is now in its fourth edition.

magazines have carried articles protesting censorship of school materials? Why did you find articles by and about Owen Lattimore in *Harper's* and in which magazines do you find editorial or featured defenses of Senator McCarthy?

Granted that it is not possible to bring all controversial issues into the classroom, and granted that perhaps only the unusual high school student will show avid interest in the matters referred to above, it is still true that many high school students like to exercise their minds just as they like to exercise their bodies and that they respond to a teaching program which makes this assumption.

GETTING ORIENTED

THE list of subjects rich in possibilities of enlarging students' knowledge of issues and of sources of information about issues could be extended indefinitely. It is for the teacher to survey the periodical world and see what he can, and wants, to do in helping his students to be at home there. No teacher can survey the periodical world without familiarity with the aids and guides in common use, and it is surprising to find whole books on the use of current materials which do not mention the *Reader's Guide to Periodical Literature*. It is unreasonable to assume, as some of the books do, that the process of collecting information for a panel discussion consists of hunting about in classroom sets of magazines until the student has gathered sufficient material. He should certainly be no farther into his work than assignment of the subject before he visits the school library.

The *Reader's Guide* is only one of many indexes available in a large library and students preparing for professional careers will be interested in knowing, although they may not use them in high school, that there is an engineering index, an industrial arts index, a medical index, a book review index, and a host of other bibliographies and source books. Ayer's *Directory of Newspapers and Periodicals* gives not only circulation and address of each publication, arranged by state and city, but the political affiliation of newspapers. *Ulrich's Periodical Directory* is a lengthy classified list which locates magazines on aviation, radio, or music with a minimum of effort. Frank Luther Mott's *History of American Magazines* is the standard in its field, and the newer *Magazines in the United States* by James Playsted Wood is a popular and useful account, although it omits many important periodicals.

IN THE last few years, the American Association of School Librarians has sponsored the preparation of several important magazine lists, which indicate as fully as possible the viewpoint of each magazine included and something of the type of student with whom it can be used. The *Standard Catalog for High Schools* begins in its fall 1950 issue a list of magazines which will be supplemented in each future issue. The basic booklists for senior and for junior high schools, published in the spring of 1950 by the American Library Association, both contain carefully annotated magazine lists. *Top of the News*, the official quarterly publication of the A.L.A. Division of Libraries for Children and Young People, has for the past three years included notes on new magazines or changes in old ones written by school librarians.

Scholastic, the *Atlantic Monthly*, and *Survey* have each, in the last few years, devoted space to consideration of American periodicals in their historical perspective and in their relation to the cultural scene. The influence of advertising on magazine policy may be studied in the pages of *Time* and *Fortune*, where magazine publishers address their advertisers directly. Picture magazines, women's magazines, and digests have been the subject of numerous articles in popular magazines, almost all of which are indexed in the *Reader's Guide*.

It must be apparent that the average school librarian today is in much better position to aid the teacher who wants to teach discrimination and principles of evaluating printed matter. But the school librarian may not be stimulated to provide these aids unless the teacher shows a willingness to use them. Many teachers have already learned, and an increasing number are learning, that they, as teachers, share with librarians the responsibility for the school library. They are learning that better collections result when the librarian and the teacher work cooperatively on book orders and book promotion.

It is high time that such careful attention be devoted to the provision of a rich and varied magazine fare for the students in our high schools. For it is most often in magazines that the thoughtful citizen acquires the bases for his judgment about current affairs, and we can ill afford to let our students leave high school without acquaintance with the criteria which will enable them to understand the traditions and purposes behind the content of current periodicals.

Bibliography of Textbooks in the Social Studies 1949-1950

Alice W. Spieseke

In this bibliography, the author has listed social studies textbooks published between July 1, 1949, and July 1, 1950, thereby bringing up to date the 48-page bulletin published in September 1949 by the National Council for the Social Studies and the listing for 1948-1949 that appeared in *Social Education* in December 1949. (See Alice W. Spieseke, *Bibliography of Textbooks for the Social Studies*, Bulletin 23, September 1949, and "Bibliography of Textbooks in the Social Studies 1948-1949," *Social Education*, December 1949.) Copies of the bulletin may be obtained for 75 cents each; reprints of the supplementary listings, 10 cents each. Send your orders to Merrill F. Hartshorn, Executive Secretary of the National Council for the Social Studies, 1201 Sixteenth St., N.W., Washington 6, D.C.

ELEMENTARY SCHOOL

History

1. BEEBY: *America's Debt to the Old World*, by Daniel J. Beeby; 502 p.; Lyons and Carnahan; \$2.40; 1949.
2. HARTMAN AND LANSING: *History on the March Series*. Educational Consultant, W. Linwood Chase; General Consultant, Allan Nevins. Each book supplemented by: teacher's guide; pupil's progress book.
 - a. *Pioneer Children of America*, by Caroline D. Emerson; iv + 302 p.; Heath; \$1.80; 1950.
 - b. *Leaders in Other Lands*, by Jeanette Eaton; xi + 322 p.; Heath; \$1.92; 1950.
3. MCGUIRE: *Social Background Histories*; two-book series. By Edna McGuire. Macmillan.
 - a. *America Then and Now*; xii + 452 p.; \$2.20; 1946 (1940).
 - b. *The Past Lives Again*; xii + 463 p.; \$2.20; 1946 (1940, 1937).
4. SISTER MARY CELESTE: *The Old World's Gifts to the New*, by Sister Mary Celeste; ix + 484 p.; Macmillan; \$2.20; 1948 (1932).
5. SOUTHWORTH AND SOUTHWORTH: *Early Days in the New World*, by Gertrude Van Duyn Southworth and John Van Duyn Southworth; x + 516 p.; Iroquois; \$2.64; 1950.
6. SOUTHWORTH AND SOUTHWORTH: *Long Ago in the Old World*, by Gertrude Van Duyn Southworth and John Van Duyn Southworth; ix + 483 p.; Iroquois; \$2.56; 1950.
7. WILSON, WILSON, ERB, and CLUCAS: *Out of the Past*, by Howard E. Wilson, Florence H. Wilson, Bessie P. Erb, and Elgie Clucas; ix + 470 p.; American Book; \$2.48; 1950.

Geography

1. BARROWS, PARKER, AND SORESENSEN: *Man in His World Series*, by Harlan H. Barrows, Edith P. Parker, and Clarence W. Sorensen; Silver Burdett.
 - c. *Old World Lands*; v + 346; \$3.04; 1950 (1947). Supplemented by: teacher's guide and textbook; workbook.
2. CARLS AND SORENSON: *Neighbors Across the Sea*, by Norman Carls and Frank E. Sorenson; viii + 392 p. + atlas of xvi plates; Winston; \$3.40; 1950. Part of the Smith and Sorenson, *Our Neighbors Geographies Series*.
3. HANNA AND KOHN: *Cross-Country-Geography for Children*, by Paul R. Hanna and Clyde F. Kohn; 160 p. Scott, Foresman; \$2.20; 1950.
4. MCCONNELL SERIES. Rand McNally.
 - d. *Geography of Lands Overseas*, by Wallace R. McConnel; vi + 392 p.; \$2.64; 1950 (1946).
5. SEARS, QUILLEN, AND HANNA: *Our World and How We Use It; Social Geography*; an adaptation by Edna F. Campbell of *This Useful World* by Paul B. Sears, I. James Quillen, and Paul R. Hanna; 287 p.; Scott Foresman; \$2.20; 1950 (1942).
6. SMITH, SORENSON AND CARLS: *Neighbors in North America*, by J. Russell Smith, Frank E. Sorenson, and Norman Carls; 248 p.; Winston; \$2.80; 1950. Part of Smith and Sorenson, *Our Neighbors Geographies Series*.
7. WHIPPLE AND JAMES: *Basal Geographies*. By Gertrude Whipple and Preston E. James; Macmillan.
 - e. *Neighbors on Our Earth; Latin America and the Mediterranean*; vi + 346 p., \$3.12; 1950.

FUSION

1. MACMILLAN INTER-AMERICAN SERIES. Latin-American History and Geography. Edited by George I. Sanchez; Macmillan.
 - a. *Our Friends in South America*, by Glenn Barr, Willis Knapp Jones, Eleanor C. Delaney, Prudence Cutright, W. W. Charters, educational consultant; xiii + 431 p.; \$2.48; 1950.
2. MEYER AND OTHERS: Unified Social Studies. Follett. Each supplemented by: teacher's guide; student's directed activities workbook and teacher's key; unit tests and key.
 - b. *Friends Near and Far*, by Jacob G. Meyer, Frank E. Sorenson, and Alta McIntire; ix + 254 p.; \$1.96; 1949 (1943).
 - c. *The New World and Its Growth*, by Jacob G. Meyer and O. Stuart Hamer; viii + maps + 584 p.; \$3.20; 1949 (1948, 1947, 1942, 1941). Also shorter edition \$3.00; 1949 (1941).
 - d. *Our American Neighbors*, by Jacob G. Meyer, William H. Gray, and Ralph Hancock; vi + 456 p.; \$3.20; 1949 (1948). This book includes *Our Southern Neighbors*; 1948; and *Our Northern and Pacific Neighbors*, 1949.
 - e. *The Old World and Its Gifts*, by Jacob G. Meyer, O. Stuart Hamer, and Lillian Grisso; vii + 552 p.; \$3.20; 1949 (1948, 1947, 1946, 1941, 1939, 1938).
3. MOORE, COOKE, LEWIS, PAINTER, CARPENTER, and PAQUIN: Scribner Social Studies Series. *Building Our Town*, by Clyde B. Moore, Dorothy E. Cooke, and Gertrude M. Lewis; 288 p.; Scribner's; \$2.00; 1950. In series with Jh 6.
4. TIEGS-ADAMS: Social Studies Series. Ginn.
 - c. *Your Town and Mine*, by Eleanor Thomas with Ernest W. Tiegs and Fay Adams; 224 p.; \$2.56; 1949. Supplemented by teacher's manual.
 - d. *Your People and Mine*, by Josephine MacKenzie with Ernest W. Tiegs and Fay Adams; 319 p.; \$2.60; 1949.
4. FREELAND: *America's Progress in Civilization*, by George E. Freeland with contributing editor James T. Adams; xxiii + 670 p.; Scribner's; \$2.40; 1949 (1946, 1945, 1944, 1942, 1940, 1938, 1936).
5. MOON: *Story of Our Land and People*, by Glenn W. Moon; xxvii + 628 p.; Holt; \$3.08; 1949 (1948, 1944, 1938).
6. MOORE, COOKE, LEWIS, PAINTER, CARPENTER, and PAQUIN: Scribner Social Studies Series; *Building a Free Nation*, by Clyde B. Moore, Helen McCracken Carpenter, Lawrence G. Paquin, Fred B. Painter, and Gertrude M. Lewis; xiv + 548 + lx p.; Scribner's; \$3.40; 1950. In series with Ef 3.
7. QUILLEN AND KRUG: *Living in Our America; A Record of Our Country*, by I. James Quillen and Edward A. Krug; 736 p.; Scott, Foresman; \$3.32; 1950.

Geography

1. ATWOOD AND PITT: *Our Economic World*, by Wallace W. Atwood and Ruth E. Pitt; viii + 529 p.; Ginn; \$2.96; 1948.

Civics

1. CAPEN: *Being a Citizen*, by Louise I. Capen; 627 p.; American Book; \$3.08; 1950 (1949, 1948, 1947).
2. HUGHES: *Building Citizenship*, by R. O. Hughes; xv + 709 + 39 p.; Allyn and Bacon; \$2.48; 1948 (annual revision since 1933; 1933, 1931, 1928, 1923, *A Textbook in Citizenship; Community Civics, Economics, Vocational Civics*). Supplemented by: workbook; teacher's manual.
3. KRUG AND QUILLEN: *Living in Our Communities; Civics for Young Citizens*, by Edward A. Krug and I. James Quillen; 602 p.; Scott, Foresman; \$2.96; 1950 (1946).
4. O'ROURKE: *You and Your Community*, by Lawrence J. O'Rourke; xxviii + 691 + xxii p.; Heath; \$3.00; 1950 (1938).

SENIOR HIGH SCHOOL

American History

1. CASNER AND GABRIEL: *The Story of American Democracy*; the mid-century edition, by Mabel B. Casner and Ralph H. Gabriel; xvi + 676 p.; Harcourt, Brace; \$3.32; 1950 (1946, 1945, 1942; 1938, *The Rise of American Democracy*; 1935, 1931, *Exploring American History*).
2. COMPTON: *Freedom's Frontier; A History of Our Country*; complete edition, by Ray Compton; 854 p.; Lyons and Carnahan; \$3.40; 1950 (1948).
3. EPPSE AND FOSTER: *An Elementary History of America*, by Merl R. Eppse and Austin P. Foster; x + 311 p.; National Publication; \$2.50; 1949 (1943, 1939).
1. BINING, MARTIN, AND WOLF: *This Our Nation: From Colony to World Leader*, by Arthur C. Bining, Asa E. Martin, and Morris Wolf; xxii + 762 p.; Newson; \$3.80; 1950. Reviewed by Ira Kreider, *Social Studies*, April 1950, p. 186.
2. CALDWELL AND MERRILL: *World History; the Story of Man Through the Ages*, by Wallace E. Caldwell and Edward H. Merrill; ix + 870 p.; Sanborn; \$3.96; 1949.
3. CANFIELD AND WILDER: *The Making of Modern America*, by Leon H. Canfield and Howard B. Wilder; editors, Howard R. Anderson, Ellis M. Coulter, John D. Hicks, and Nelson P.

Mead; xvi + 781 + lxxix p.; Houghton Mifflin; \$3.56; 1950 (1946, 1937, *The United States in the Making*).

4. CARMAN, KIMMEL AND WALKER: *Historic Currents in Changing America*, by Harry J. Carman, William G. Kimmel, and Mabel G. Walker; ix + 862 p.; Winston; \$3.32; 1949 (1946, 1942, 1940, 1938).
5. FAULKNER AND KEPNER: *America: Its History and People*, by Harold U. Faulkner and Tyler Kepner; xvi + 953 p.; Harper; \$3.48; 1950 (1947, 1942, 1938, 1934).
6. MUZZEY: *A History of Our Country*, new edition, by David S. Muzzey; x + 640 + xxxviii p.; Ginn; 1950 (1948, 1946, 1945, 1943, 1942, 1941, 1939, 1937, 1936).
7. TODD AND CURTI: *America's History*, by Lewis Paul Todd and Merle Curti; xiv + 866 p.; Harcourt, Brace; \$3.76; 1950.
8. WIRTH: *United States History*, by Fremont P. Wirth; x + 735 + xl-iii p.; American Book; \$3.48; 1950 (1949, 1948).

World History

1. CAPEN: *Across the Ages; the Story of Man's Progress*, by Louise I. Capen; 901 p.; American Book; \$3.56; 1950 (1949, 1948, 1947, 1946, 1945, 1943, 1942, 1941, 1940).
2. HAYES-MOON-WAYLAND SERIES.
 - a. *World History*, second revised edition, by Carlton J. H. Hayes, Parker T. Moon, and John W. Wayland; xiv + 880 p.; Macmillan; \$3.48; 1950 (1941, 1938, 1936, 1934, 1932).
3. HECKEL AND SIGMAN: *On the Road to Civilization*, by Albert K. Heckel and James G. Sigman; 908 p.; Winston; \$3.32; 1949 (1948, 1946, 1942, 1939, 1937, 1936).
4. PAHLOW SERIES.
 - c. *Man's Great Adventure*, new revised edition, by Edwin W. Pahlow and Raymond P. Stearns; x + 815; + i-xli p.; Ginn; \$3.76; 1949 (1942, 1940, 1938, 1934, 1932). Supplemented by: revised workbook including part tests; separate part tests.
5. SMITH, MUZZEY, AND LLOYD: *World History; the Struggle for Civilization*, by Emma P. Smith, David S. Muzzey, and Minnie Lloyd; xv + 839 + xxx p.; Ginn; \$3.76; 1949 (1948, 1946). Supplemented by: workbook (Lloyd); teacher's manual and key for workbook.
6. WALLBANK: *Man's Story; World History in Its Geographic Setting*, by T. Walter Wallbank; 768 p.; Scott, Foresman; \$3.76; 1950.

World Affairs and International Relations

1. EMERY: *Background of World Affairs*, revised and enlarged, by Julia Emery; xiv + 386 p.; World Book; \$2.24; 1950 (1948, 1942).

Geography

1. YORK, ROWE, AND COOPER: *World Economic Geography*, by G. Morell York, John L. Rowe, and Edward L. Cooper; ix + 693 p.; South-Western; \$2.80; 1950 (1940, 1934, *Economic Geography*, by Staples and York; 1928, *Factors in Economic Geography*). Supplemented by: teacher's manual and key; workbook; tests.

Economics

1. SMITH: *Economics for Our Times*, by Augustus H. Smith; xii + 534 p.; McGraw-Hill; \$2.60; 1950 (1945; 1943, 1939, 1938, 1936, 1935, 1934, *Economics; An Introduction to Fundamental Problems*).
2. SMITH, BAHR, AND WILHELMS: *Your Personal Economics; An Introduction to Consumer Education*, by Augustus H. Smith, Gladys Bahr, and Fred P. Wilhelms; xii + 458 p.; McGraw-Hill; \$2.40; 1949 (1940, *Your Personal Economics; An Introduction to Consumer Problems*, by Smith).

Sociology

1. LANDIS AND LANDIS: *Social Living; Sociology and Social Problems*, revised edition, by Paul H. Landis and Judson T. Landis; xii + 403 p.; Ginn; \$3.20; 1949 (1945, 1941, 1938). Supplemented by: revised edition of workbook; revised edition of unit and final tests.

Government

1. MAGRUDER: *American Government; A Textbook on the Problems of Democracy*, by Frank A. Magruder; viii + 786 p.; Allyn and Bacon; \$2.60; 1950 (yearly since 1926; 1924, 1923, 1921, 1917). Supplemented by workbook with teacher's manual (Magruder); tests (Erbe and Denny).
2. WALKER, BEACH, AND JAMISON: *Government of the United States*, by Edward E. Walker, Walter G. Beach, and Olis G. Jamison; xii + 692 p.; Scribner's; \$2.52; 1950 (1948, 1943, 1943, 1941).

Problems of Democracy

1. BOODISH: *Our Industrial Age*, by Hyman M. Boodish; xi + 390 p.; McGraw-Hill; \$2.60; 1949. Reviewed by Howard C. Cummings, *Social Education*, February 1940, p. 94; and by Burl N. Osburn, *Social Studies*, December 1949, p. 374.
2. BOSSING AND MARTIN: *Youth Faces Its Problems*, by Nelson L. Bossing and Robert R. Martin; 672 p.; Laidlaw; \$2.88; 1950.
3. HUGHES: *Today's Problems*, by R. O. Hughes; xiii + 801 + 34 p.; Allyn and Bacon; \$2.88; 1950 (1943, 1942, 1940, 1938, 1937, 1935, 1934, 1933, 1932, 1931, 1930, 1928, 1922, *Problems of American Democracy*). Supplemented by: workbook; teacher's manual.

The Geographic Analysis of the City

Paul Meadows

AS AN earth scientist, the geographer may be expected to have a fundamental and comprehensive view of cities. Of course, trained as he is in the study of magnificent and sweeping mountain ranges and drainage systems, he might very well be expected to look at cities with a jaundiced eye, as one impatient to move on to more urgent matters. Such, however, is not the case. "There is doubtless no human fact," the well known French geographer, Jean Brunhes, has written, "which has more quickly and powerfully changed 'the face of the earth' than the recent and prodigious growth of cities."¹ Such thinking has, or should have, a peculiar appeal both to the social scientists whose speciality is the city and to all of us who live and work in urban regions.

TYPES OF CITIES

PEOPLE collect in cities," according to Whitbeck and Thomas, "mainly for four purposes: (1) protection (in the past); (2) politics (government); (3) pleasure; and (4) profit."² Geographers seldom lose sight of the centrality of urban function; "function is the driving force in the life of towns."³ The classifications of urban functions vary. Auroseau, for example, has prepared what he calls an active order of urban groups, which he has arranged under such headings as administrative, defense, culture, production, communication, and recreation.⁴ The variability of the geographer's classification is a matter of emphasis and selectivity. What is common throughout, of course, is the fact of human clustering and settling: the city as human settlement.

The geographer has been interested in the fact that the aggregation of human beings in a set-

tlement has a distinctive morphology. Concerned with land forms, he would of course seek to discern the spatial patterns of urban areas. With varying terminology, he has called attention to three types of urban forms.⁵ They describe for him what may be called a "settlement geography." If scattered, the human settlement may be "isolated," as in the semi-arid plains, deep valleys or rugged mountains, in pioneer lands or slightly settled portions of the humid regions. If scattered, the pattern may also be "intermediate," as in the readily accessible areas, in regions of good arable lands, or where sources of power are available. If agglomerated, the human settlements may actually appear as "conurbations" or "swarms," developing in such close proximity to each other that their economic welfare largely focuses upon common interests.⁶ If nucleated, they appear in relatively close succession along a railroad, river, or highway; but they do not possess the interlocking character of a cluster. The nucleated urban pattern is most common in comparatively new regions.

Human settlements have a definite growth pattern.⁷ They tend strongly to be axiate horizontally and haphazard vertically. The larger the city the more compressed and hemmed in it is, the greater its tendency toward an arched profile. Its horizontal spread moves out from an economic base toward a residential apex, filling in the intervening area with a street pattern that usually resembles a grid.⁸

¹ Brunhes, Jean. *Human Geography*. Chicago: Rand, McNally, 1920. p. 196.

² Whitbeck, R. H., and Thomas, F. H. *The Geographic Factor, Its Role in Life and Civilization*. New York: Appleton-Century Co., 1932. p. 155.

³ Auroseau, M. "The Distribution of Population: A Constructive Problem." *Geographical Review* 11:569; 1921.

⁴ *Ibid.*

⁵ Hall, R. B. "The Cities of Japan." *Annals of the Association of American Geographers* 24:175-200; 1934. And Van Cleef, E. *Trade Centers and Trade Routes*. New York: Appleton-Century-Crofts, 1937.

⁶ Van Cleef, *op. cit.*, p. 19.

⁷ Van Cleef, *Ibid.*

⁸ For a historical sketch of the grid, see Stanislawski, D. "The Origin and Spread of the Grid-Pattern Town." *Geographical Review* 36:105-120; 1946.

The increasing urbanization of our way of life is a fact of major significance for social studies teachers. In this article, the author, an associate professor of sociology in the University of Nebraska, summarizes some of the conclusions that he reached after "an excursion among the publications of geographers."

INFLUENCE OF GEOGRAPHIC LOCATION

THE size and design of the human settlement pattern is not determined by its geographic location, but it is most certainly conditioned by it. Forty years ago Ellen Semple, famous American geographer, wrote: "The location of a country or people is always the supreme geographical fact in its history."⁹ A similar opinion was recently voiced by J. W. Watson. "Spatial patterns are derived in the last resort, from the natural order. As far as settlement is concerned, there exists in nature only the patterns that we select."¹⁰ Perhaps not all geographers will be so emphatic, but they unfailingly point to certain well-defined geographic influences of location on community culture and development.

The major urban regions of the world seem to be concentrated along the continental edges: the northeastern quarter of the United States and adjoining southeastern Canada, northwestern Europe, east central Asia, with secondary developments in South Africa, southeastern Australia, and South America.¹¹ Urbanism is favored by the moderate climates, and the largest trade centers are located in a broad band between the mean temperature limits of 60° F. (St. Louis, Lisbon, Genoa, Shanghai, Osaka) and 40° F. (Quebec, Stockholm, Moscow). "The isotherm 50° F. represents accurately enough the central axis of this zone, within which are found Chicago, New York, London, Vienna, and so forth."¹² Likewise, high altitudes, like extreme temperatures, diminish populations, which disappear at certain limits. In Europe, the city at 5,000 feet is the exception; in the tropics, it is, understandably enough, the rule.

The route or line of transportation has played a significant role in the location and development of cities. For cities are found at the junction of routes, at the head of navigation, at the changes in the direction of traffic, and at points of change in the mode of transportation. Their interactivity with their physical environs is, therefore, conditioned by the nature of the physical setting. Thus, Miss Semple, citing the instances of Garbyang and Darjeeling, pointed out: "When the highland area is very broad, and

therefore necessitates long transit journeys, genuine pass cities develop at high altitudes, and become the termini of the transmontane trade."¹³ Or again, in the piedmont, urban development is strongly encouraged, "even when rural settlement is sparse"; piedmont cities—Denver, Munich, Verona—grow in size as they command "transverse routes of communication across the highlands."¹⁴ River cities increase in size and importance from the source of the river to its mouth. Along "the debouchment stretch" of rivers one finds the world famous cities: London, Rotterdam, Hamburg, Bremen, Bordeaux, Odessa, Calcutta, Rangoon, Hongkong, Shanghai, Montreal, New York, Buenos Aires. The world's greatest cities have been from ancient times lake and river and seaport communities.

The nineteenth century geographer, Ratzel, distinguished between site, or topographical situation, and position, geographical location. Since his time, geographers have been increasingly aware of the role of position in the evolution of urbanism. Observing what Mark Jefferson called "strategic position" and Mackinder called "nodality," the geographers have built up "an extensive knowledge of the kinds of advantages offered by different positions."¹⁵ In time these advantages shift with changing technology. Thus, every ancient city was first of all a sanctuary, and eventually it became, to some extent at least, a market-place: from *castrum* to *portus*, so to speak. With increasing size, as Ratzel long ago saw, a human settlement loses "its specifically geographical characteristics."¹⁶ However, geography remains. What, then, is the geographer's report on the great city?

THE "supercity," as Jefferson called it, is a fairly recent phenomenon. Thus, in 1801 there were 21 cities in the world having a population of 100,000 or more, all in Europe. By 1930, according to Jefferson, there were more than 500 of these great cities, half of them in Asia and about 100 in North America. "The development of the great cities ran parallel with the exploitation of the national domain."¹⁷ In a sense, therefore, urban agglomeration is a function of technological advance in resource ex-

⁹ Semple, Ellen C. "Geographic Location as a Factor in History." *Bulletin of the American Geographical Society* 40:65; February 1908.

¹⁰ Watson, J. W. "The Influence of the Frontier on Niagara Settlement." *Geographical Review* 38:119; 1948.

¹¹ Van Cleef, *op. cit.*, p. 17.

¹² Clerget, Pierre. "Urbanism: A Historic Geographic and Economic Study." *Smithsonian Report*. Washington: Government Printing Office, 1912. p. 569.

¹³ Semple, E. C. *Influences of the Geographic Environment*. New York: Henry Holt and Co., 1911. p. 551.

¹⁴ *Ibid.*, p. 528.

¹⁵ Aurosseau, *op. cit.*, p. 569.

¹⁶ Ratzel, F. *Anthropographie*, II, p. 240; quoted by Brunhes, *op. cit.*, p. 155.

¹⁷ Jefferson, Mark. "Distribution of the World's City Folks." *Geographical Review* 21:463; 1931.

ploitation and transportation. Thus, in general, the faster the speed, the greater the volume, and the longer the distance of the latter, the larger is the urban aggregation.

The city of a million or more—the primate city—of a country is not only supereminent in size but also in national influence; such is “the law of the primate city,” as Jefferson has formulated it.¹⁸ Most of the primate cities that we know today are Western; they belong to the nineteenth century and its historic industrial expansion. London reached the million category in 1802, Paris in 1850, New York in 1870, Vienna in 1878, Berlin in 1880, Tokyo, Chicago, Philadelphia in 1890, Calcutta in 1900.

Supercities are peculiarly products of industry and geography. They lie at natural concentration points, in a drainage basin, usually open to the sea. It is the movement of goods across their hinterlands and through their gates which explains their growth. In a sense the coming of the railways simply followed the established urbanism, not conversely.¹⁹ Urbanization and industrialization are reciprocally related. Contrary to popular opinion, the establishment of factories in certain settlements is subsequent to the existence of the settlement and not an antecedent.²⁰ Geographically speaking, urban settlements are scarce in countries with great deficiency of natural resources, with very rugged relief and high elevation, and with land borders. Urban settlement is especially abundant when there are supercities, when the country has been developed fully over a long period, and when important “route-lines” traverse the country.

The route looms large in the literature of the geographers on the human settlement. Writes Jean Brunhes: “The concentration of habitations keeps pace with the concentration of paths of communications. The larger the city, the finer the network of roads which surrounds it. Inversely, the more physical conditions favor the concentration of roads at one point, the more possibilities of growth a city has.”²¹ Brunhes goes on to point out that “economic or political capitals form the center of a ‘star’ of roads.” However, he adds that the city creates the road, which in turn creates, or recreates the city.

¹⁸ Jefferson, Mark. “The Law of the Primate City.” *Geographical Review* 29:226-232; 1939.

¹⁹ Winid, Walenty. “The Distribution of Urban Settlements of Over 10,000 Inhabitants in the United States in 1930.” *The Scottish Geographical Magazine* 48:197-210; 1932.

²⁰ Winid, *op. cit.*, p. 204.

²¹ Brunhes, *op. cit.*, p. 169.

THE SEVEN AGES OF TOWNS

TO THE geographer the face of the earth is a chronicle of change, and his approach to the city is along the well-grooved lines of evolution. Thus, Griffith Taylor has outlined what he calls the seven ages of towns.²² Infantile towns have a haphazard distribution of houses and shops and no factories. At the juvenile level differentiation of zones, the localization of economic uses, begins. In the adolescent stage, scattered factories and a lack of definite zone of first-class houses are characteristic. Early mature towns have a clear segregation of first-class houses and economic district. Mature cities have separate commercial and industrial areas and definable zones of housing. The later mature town—what Mumford calls the paleotechnic city—has modified its street system, added parkways, and made other beautifications. The senile type is reached when considerable areas of the city have been abandoned and the whole community has shrunk greatly in importance.

The explanation of the changing urban scene the geographer finds in the factors that transform its chief functions. These factors may, following Colby,²³ be classified as centripetal and centrifugal. If the central areas of the city are congested and the outer areas vacant and undeveloped, if the functional spacing and alignments are unsatisfactory, if land values and taxes are high, if the functional forms (e.g., traffic system) are crystallized and obsolete, if the populace is responsive to migratory impulses activated from the outside (e.g., land booms), the city declines. These forces compete with those of site attraction, functional conveniences and magnetism, and prestige. Urban geography—the urban landscape—receives and registers the impact of these highly varied influences.

The city both absorbs and creates the life of its region; it is both the creation and the creator of its hinterland. Geographically and culturally, the city is “a regional knotting point.”²⁴ The bounding lines of its region may be the high walls of a valley or the immense plains of the great globe itself. The satisfactions of its life are cultural, the fabric is geographic; the two compose a pattern known as urbanism.

²² Taylor, Griffith. “The Seven Ages of Towns.” *Economic Geography* 21:157-160; 1945.

²³ Colby, C. C. “Centrifugal and Centripetal Forces in Urban Geography.” *Annals of the Association of American Geographers* 23:1-20; 1933.

²⁴ Aurosseau, M. “The Geographical Study of Population Groups.” *Geographical Review* 13:270; 1923.

Letter to the Editor: A Reply to Mr. Blakemore

IT SEEMS to me from the reading of Mr. Blakemore's "Critique of the Twentieth Yearbook" (October 1950) that the writer, obviously an earnest and able man, has joined the ranks of those who have lost faith in the study and teaching of history . . . who, in differing degrees of doubt or of militant opposition, are seeking to replace history with something else: the narrow utilitarians who believe that history, like the classics or the modern languages, has little "practical" value; the social scientists, who are intent upon the "scientific study of human relations"; the nervous educationists, whose current theme is that children must be taught how to think! Mr. Blakemore appears to belong in none of these categories, but rather in a special one consisting of teachers of history who do not really believe in history—teachers who, without changing its name, would change its essential nature. . . .

It may be that I am reading too much into his article. But I do know a number of teachers who are, I believe, in enthusiastic accord with his ideas and who are attempting to implement them in their classes. I have visited some of the classes. Dealing with "topics" or with "problems," the pupils appeared interested, even animated. There was a good deal of discussion, though much of it seemed to me to be uninformed. There were arguments and not a little denunciation, as of capitalists and/or "warmongers." . . .

What happens to the boys and girls as a result of this undisciplined procedure? I have known a few who became opinionated little egotists, really quite insufferable. But I have known more who, having left high school and having entered college, were both puzzled and distressed to find that, though they had learned to solve the world's problems, they appeared ignorant young people by comparison with their quieter, more receptive classmates.

Is it not proper for youth to be young? Is there not a time in life when one should read of the great men and women of the ages and have one's imagination kindled by heroic deeds; when one should be inspired by beauty; when one should gain an acquaintance with many aspects of human

aspiration and endeavor? Are not art and letters and religion as important as government and wars and "socio-economic systems"? It seems to me that Mr. Blakemore's program is too narrow, too stern, too deadly serious for our fifteen-year-olds. I want them to have a richer, happier experience than I believe his type of world history can afford. Furthermore, I am convinced that the more inclusive approach, whatever its limitations, will result in better-rounded personalities, saner perspective, and a sounder basis for later intensive study.

Heaven knows that we teachers face enormous tasks. Surely, as Mr. Blakemore insists, this is no time for complacency. Yet there is danger that we shall lessen our effectiveness by ill-advised efforts to accomplish the impossible. I personally derive considerable satisfaction from a point of view that I recently heard Professor T. V. Smith develop in a lecture. I hope that he will not object to my paraphrasing him. There are, he said, certain kinds of problems than can be solved with a finality that leaves no room for argument. The problem arises, the solution is found, the matter is dismissed. But what are these problems? They are those which relate to numbers and to things—the kind of problems with which mathematicians, physicists, and engineers deal. Then there are problems involving social, political, and psychological considerations. It would be better, said Mr. Smith, that for such we avoid the word "problem," since it implies the existence of demonstrable, conclusive solutions. It would be better to say "question," or "issue," or "dilemma." In such a case we do not so much reach a solution as a *resolution*. The question is given an answer, we hope an intelligent answer; the issue is met; the dilemma is resolved. In this distinction, I believe, is found the line of demarcation between the social studies and the physical sciences. As teachers of world history and of the social studies, it is important that we recognize the distinction. . . .

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Notes and News

New York City

Officers of the Association of Teachers of Social Studies of New York City for 1950-1951 are: president, Robert H. McIlroy, Seward Park; first vice-president, Isadore Starr, Brooklyn Technical High School; vice-president, economics, Jack Entin, Long Island City; vice-president, history, Howard Hurwitz, Seward Park; vice-president, junior high schools, Murray Stoopack, Junior High School 115, Manhattan; vice-president, vocational high schools, Grace Rivoli, Industrial Art School; secretary, Leonard Ingraham, Richmond Hill; treasurer, Philmore Groisser, New Utrecht High School.

The Executive Board of the Association has authorized a full schedule of meetings for the coming academic year. In order to attract a maximum attendance, members have been invited to suggest topics which they feel will stimulate the widest interest. The most successful meetings in past years originated as the result of a felt need expressed by the membership.

Arrangements are now being made for meetings to deal with foreign policy, the strengthening of democracy, and visual aids. The Executive Board is waiting to hear from its membership before making definite plans.

AHA-NCSS Meeting

The NCSS and the American Historical Association will meet in joint session at 10:00 A.M. on Saturday, Dec. 30, in the Upper Tower of the Stevens Hotel, Chicago. (The AHA meets in Chicago, Dec. 28-30.) The discussion will be a "Further Consideration of the Report of the Committee on American History in Schools and Colleges of the AHA, MVHA, and the NCSS."

Western Pennsylvania

The Western Pennsylvania Council for the Social Studies, at a luncheon meeting held October 13 at the Twentieth Century Club in Pittsburgh, discussed "The Direction of Curriculum Revision for the Social Studies in the Secondary Schools of Pennsylvania." The program included comments by a high school student on the social studies, a statement of a few important goals for a good social studies program by a teacher of the

social studies, and the introduction of a new "Frame of Reference" and "Emphasis in Methods and Objectives of Evaluating Outcomes" by members of the State Revision Committee.

Unesco

The Unesco Story, a resource and action booklet by the U. S. National Commission for Unesco, is available from the Superintendent of Documents, Washington 25, D.C., for 25 cents. This 112-page booklet is divided into three parts. The first deals with the international Unesco program. The second tells of the Unesco program in the United States and its links with various movements which have fostered friendlier relations with other nations. The third and major division utilizes the countless activities of U. S. organizations and communities to point out how all citizens and citizen groups can contribute to the Unesco program and toward better world understanding.

The National Council for the Social Studies, which is a member of the U. S. National Commission for Unesco, worked closely with the Commission in preparing the booklet. The section on "Human Rights" quotes liberally from the Council publication, *America's Stake in Human Rights*, and many of the illustrations for this section were taken from the same Council publication.

National Council Membership

This year is the 30th anniversary of the founding of the National Council for the Social Studies. Over the years we have experienced growth, not in numbers alone, but in an expanded program of publications, in services rendered to the profession, in working cooperatively with other associations and governmental agencies, and in prestige and influence. Local, state, and regional associations affiliated with the National Council have experienced a similar growth and the National Council is proud of its affiliated organizations. These affiliated groups are a source of strength and encouragement to the National Council. Members of these groups, local and national, may justly be proud of their professional organization. Likewise the organiza-

tions can take pride in the participation and support of their members.

With no desire to detract from these substantial achievements, it is important to point out that our potential strength has been realized in only a small degree. In the final analysis our strength in all areas of activity is built on membership, just as the strength of a local group depends on active, participating members. At the present time we have less than 15 percent of the potential membership in the National Council. We believe that our present membership is an alert, forward-looking group who are leaders in the social studies field; a group that wishes to have a strong professional organization. It is for that reason that we now call on our present members to ask for their assistance in a concerted effort to strengthen their association by building membership. *Each present member is asked to secure one new member in the school year 1950-1951.* This would double the present membership and greatly strengthen your organization. With such an increase the National Council could strengthen its publication program, increase its services to local organizations, extend its relationships with other organizations and governmental agencies, and serve more effectively in representing the social studies teachers of the country in national and international activities. We now receive many calls for service and cooperation which cannot be adequately met with our present limited resources. By doubling our present membership—*every member secure one new member*—our services can be greatly expanded. Our future growth depends on the continued support of each member. You will help yourself and your profession by securing one or more new members this year.

On this page you will find a National Council membership count by states as of May 1 for the last two years. (In addition to the 4580 members who receive *Social Education*, there are over 1000 subscribers to *Social Education* alone.) Every member will no doubt believe his state should make a better showing and will want to do something about it. Dues in the National Council are but \$4.00 per year and include a subscription to *Social Education* and the Yearbook. Memberships run for one full year from the time the dues are received in the headquarters office. We will be pleased to send any member National Council leaflets describing membership and membership application blanks, as well as a leaflet listing publications, to use in securing new members. Simply write to

the National Council for the Social Studies, 1201 Sixteenth St., N. W., Washington 6, D.C., and let us know how many you would like to have. Or, if you prefer, send us the names of teachers to whom you would like us to send such information. Do it now; your help will be mutually beneficial.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES
GAINS AND LOSSES IN MEMBERSHIP BY STATES
FROM MAY 1949 TO MAY 1950

State	May 1949	May 1950	Gain or Loss
Alabama	18	23	+ 5
Arizona	13	16	+ 3
Arkansas	30	49	+ 19
California	167	184	+ 17
Colorado	18	23	+ 5
Connecticut	82	133	+ 51
Delaware	7	10	+ 3
District of Columbia	67	65	- 2
Florida	78	84	+ 6
Georgia	18	22	+ 4
Idaho	2	5	+ 3
Illinois	513	371	-142
Indiana	189	167	- 22
Iowa	92	112	+ 20
Kansas	141	145	+ 4
Kentucky	37	31	- 6
Louisiana	29	30	+ 1
Maine	25	18	- 7
Maryland	67	109	+ 42
Massachusetts	257	240	- 17
Michigan	106	161	+ 55
Minnesota	123	150	+ 27
Mississippi	13	15	+ 2
Missouri	199	162	- 37
Montana	13	13	-
Nebraska	56	51	- 5
Nevada	2	1	- 1
New Hampshire	25	24	- 1
New Jersey	162	185	+ 23
New Mexico	11	12	+ 1
New York	770	747	- 23
North Carolina	28	33	+ 5
North Dakota	10	10	-
Ohio	264	231	- 33
Oklahoma	37	27	- 10
Oregon	19	16	- 3
Pennsylvania	223	230	+ 7
Rhode Island	26	27	+ 1
South Carolina	22	22	-
South Dakota	13	15	+ 2
Tennessee	59	67	+ 8
Texas	120	151	+ 31
Utah	2	3	+ 1
Vermont	12	14	+ 2
Virginia	26	30	+ 4
Washington	40	42	+ 2
West Virginia	38	42	+ 4
Wisconsin	211	180	- 31
Wyoming	10	8	- 2
Foreign	39	72	+ 33
Totals	4529	4578	

Pamphlets and Government Publications

Ralph Adams Brown

World Problems and Relationships

No teacher of the social studies is unaware of the increasing urgency to develop citizens with a knowledge of the world and a willingness to help in the solution of the bitter problems that demand world settlement. Thus the emphasis that will be given, during coming months, to material that may be helpful in this area. The following materials are grouped according to their source.

Department of State. Priced publications of the Department of State are for sale by the Superintendent of Documents, Government Printing Office, Washington 25. Free publications may be obtained by writing to the Division of Publications, Department of State.

Publications Pertaining to the United Nations

Charter of the United Nations Together with Statute of the International Court of Justice, signed at United Nations Conference on International Organization, San Francisco, Calif., June 26, 1945. International Organization and Conference Series III, 21. (Reprint of Conference Series 74, 1945.) Pub. 2353. 1948. 85 p. 15 cents. This gives the text of the Charter and Statute.

80th Congress and the United Nations. By Sheldon Z. Kaplan. International Organization and Conference Series III, 17. Pub. 3302. 1948. 66 p. 35 cents. This is a summary of all actions taken by the eightieth Congress in its first and second sessions, concerning United States participation in the United Nations. The appendix contains texts of pertinent public laws, executive orders, and proclamations.

Guide to the United States and the United Nations. International Organization and Conference Series III, 37. Pub. 3625. 1949. 11 p. 10 cents. This is a chronology of U. S. interest and participation in the United Nations, with listings of U. S. Representatives, an organizational diagram, and a bibliography.

Human Rights and Genocide: Selected Statements. United Nations Resolutions, Declaration, and Conventions. International Organization and Conference Series III, 39. Pub. 3643. 1949. 71 p. 20 cents. Discusses the development of the Universal Declaration of Human Rights, and the convention on genocide.

International Control of Atomic Energy and the Prohibition of Atomic Weapons: Recommendations of the United Nations Atomic Energy Commission. International Organization and Conference Series III, 41. Pub. 3646. 90 p. 25 cents. This provides the necessary basis for establishing an effective system of international control of atomic energy to ensure its use only for peace-

ful purposes and for elimination from national armaments of atomic weapons.

Proposals for Implementation of the International Covenant on Human Rights, Presented to the United Nations Commission on Human Rights. 1949. 19 p. Free. This gives the proposals by the United States, United Kingdom, France, Australia, India, and Guatemala on various phases of the Covenant, and a Soviet statement disapproving the proposals. Very valuable.

Technique for Peace: The United Nations and Pacific Settlement. From an address by James N. Hyde. International Organization and Conference Series III, 34. Pub. 3621. 12 p. 5 cents. Discusses the UN's techniques for the pacific settlement of disputes.

The United Nations (a chart). 1949. 1 p. Free. This chart, 8 x 10 1/2 inches, shows the relationship of the various organs of the United Nations with its commissions and specialized agencies.

The United Nations at Work. International Organization and Conference Series III, 33. Pub. 3618. 1949. 6 p. 5 cents. This sets forth the constructive achievements of the United Nations in preserving peace and promoting the welfare of the peoples of the world.

The United Nations: Four Years of Achievement. International Organization and Conference Series III, 36. Pub. 3624. 35 p. 15 cents. This discusses all of the major actions taken by the UN during the first four years of its existence.

The United Nations and the North Atlantic Pact. International Organization and Conference Series III, 30. Pub. 3643. 1949. 4 p. 5 cents. Addresses by Warren R. Austin and Philip C. Jessup, in which they discuss the treaty in its UN framework.

The United States Goal in Tomorrow's World. Address by Ambassador Philip C. Jessup. General Foreign Policy Series 6. Pub. 3450. 1949. 6 p. 5 cents.

United States Participation in the United Nations. International Organization and Conference Series III, 29. Pub. 3437. 1949. 303 p. 55 cents. This is the President's report to Congress, for the year 1948, on the activities of the United Nations and the participation of the U. S. therein. The appendixes contain pertinent documents.

Universal Declaration of Human Rights. International Organization and Conference Series III, 20. Pub. 3381. 1949. 6 p. 5 cents. Gives the text of the declaration as approved by the General Assembly on Dec. 10, 1948: "a challenge to all mankind to promote world-wide respect for human rights and fundamental freedoms."

Publications on Specialized Agencies of the United Nations

Bank and Fund:

International Bank for Reconstruction and Development: Articles of Agreement Between the United States of America and Other Powers—Formulated at the United Nations Monetary and Financial Conference, Bretton

Woods, N.H., July 1-22, 1944; signed at Washington Dec. 27, 1945; effective Dec. 27, 1945. Treaties and Other International Acts Series 1502. Pub. 2511. 1946. 33 p. 10 cents. This is the text of the agreement establishing the International Bank.

International Monetary Fund: Articles of Agreement Between the United States of America and Other Powers—Formulated at the United Nations Monetary and Financial Conference, Bretton Woods, N.H., July 1-22, 1944; signed at Washington Dec. 27, 1945; effective Dec. 27, 1945. Treaties and Other International Acts Series 1501. Pub. 2512. 1946. 43 p. 10 cents. This is the text of the agreement establishing the International Monetary Fund.

Proceedings and Documents of the United Nations Monetary and Financial Conference, Bretton Woods, N.H., July 1-22, 1944. International Organization and Conference Series I, 3. Pub. 2866. 1948. 1808 p. In two vols. Vol. I, \$3.50; vol. II, \$2.25. Here are the official proceedings of the conference which established the International Bank for Reconstruction and Development and the International Monetary Fund.

Food and Agriculture Organization:

United Nations Food and Agriculture Organization: Constitution Adopted by the United States of America and Other Governments—Signed at Quebec Oct. 16, 1945; effective Oct. 16, 1945. Treaties and Other International Acts Series 1554. Pub. 2677. 1947. 15 p. 10 cents. This is the text of the constitution establishing the Food and Agriculture Organization.

United States Delegation Report on FAO, November 1948. International Organization and Conference Series IV, Food and Agriculture Organization 1. Pub. 3560. 1949. 16 p. Free. This provides an account of the activities and accomplishments of the fourth session.

International Civil Aviation Organization:

Aspects of United States Participation in International Civil Aviation. International Organization and Conference Series IV, International Civil Aviation Organization 2. Pub. 3209. 1948. 118 p. 40 cents. Many air-minded students will be interested in this series of articles on recent developments in various phases of civil aviation and its legal background, with emphasis on the International Civil Aviation Organization.

International Civil Aviation, 1948-1949: Second Report of the Representative of the United States of America to the International Civil Aviation Organization, August 1949. International Organization and Conference Series IV, International Civil Aviation Organization 4. Pub. 3629. 1949. 45 p. 25 cents. Here is a summary of matters relating to air navigation, air transport, legal action, and organization and administration within the jurisdiction of the International Civil Aviation Organization.

Proceedings of the International Civil Aviation Conference, Chicago, Ill., Nov. 1-Dec. 7, 1944. International Organization and Conference Series IV, International Civil Aviation Organization 3. Pub. 2820. 1948. 1509 p. In two vols: \$2.50 a vol. These are the official proceedings of the conference which set up international standards for civil aviation and laid the basis for the International Civil Aviation Organization.

International Refugee Organization:

International Refugee Organization, Preparatory Commission: Agreement Between the United States of America and Other Powers. Treaties and Other International Acts Series 1583. Pub. 2804. 1947. 39 p. 15 cents. Basic in any

study of world resettlement problems, this agreement on interim measures to be taken in respect of refugees and displaced persons, pending the establishment of the IRO, will be helpful to many teachers.

International Trade Organization:

The American Farmer and the ITO Charter. By Norman Burns. Commercial Policy Series 118. Pub. 3446. 1949. 6 p. 10 cents. This cites the benefits to be gained by the farmer from the charter.

A Charter for World Prosperity—The How and Why of the ITO. Foreign Affairs Outline No. 18. Commercial Policy Series 115. Pub. 3243. 1948. 6 p. Free. This discussion of the background and provisions of the ITO charter, with a portion of the charter concerning the purpose and objective of the organization, will be found useful in high school problems courses.

Commercial Foreign Policy of the United States. By Woodbury Willoughby. Commercial Policy Series 116. Pub. 3300. 1948. 4 p. 5 cents. This is summary of developments in U. S. commercial foreign policy after the signing of the ITO charter.

Havana Charter for an International Trade Organization, Mar. 24, 1948. Commercial Policy Series 114. Pub. 3206. 1948. 115 p. 35 cents. Here is the final text of the charter, with the final act and resolutions of the Havana Conference and a guide to the study of the charter.

The International Trade Organization. 1949. 3 p. Free. This provides an analysis of the basic provisions of the ITO charter.

World Trade and the United States. Commercial Policy Series 119. Pub. 3492. 1949. 28 p. 20 cents. This is a graphic presentation of the advantages of world trade, and United States leadership in the field.

Unesco:

The Kansas Story on Unesco. International Organization and Conference Series IV. Pub. 3378. 1949. 18 p. 20 cents. This is the story of how a state council was organized and is contributing to international understanding and peace.

National Commission News. March 1950. Pub. 3778. 1950. 12 p. 10 cents. This is prepared monthly for the U. S. National Commission of Unesco. Subscription, \$1.00 a year; single copy 10 cents.

Unesco and the National Commission: Basic Documents. International Organization and Conference Series IV, United Nations Educational, Scientific and Cultural Organization 3. Pub. 3082. 1948. 17 p. 10 cents. Here are the constitution of Unesco, an act providing for U.S. membership, and a list of officers and members of the U. S. National Commission for Unesco.

Unesco Today. International Organization and Conference Series IV. Pub. 3694. 1949. 18 p. 10 cents. This is an informal report.

Unesco: What It Is; What It Does; What You Can Do to Help. International Organization and Conference Series IV, United Nations Educational, Scientific and Cultural Organization 5. Pub. 3225. 1948. \$2.50 per 100. 5 cents per copy. This is a folder on the background and activities of Unesco, and suggestions for individual participation in its program.

Unesco and You: A Six-Point Program. (Revised as of March 1, 1948.) International Organization and Conference Series IV, United Nations Educational, Scientific and Cultural Organization 4. Pub. 2904. 1947. 42 p. 15 cents. This contains questions and answers on the how, what, and why of the individual's share in Unesco.

United States National Commission for the United Nations Educational, Scientific and Cultural Organization: Report of the Second Meeting, March 1947; Report of the Third Meeting, September 1947. International Organization and Conference Series IV, United Nations Educational, Scientific and Cultural Organization 6. Pub. 3173. 1949. 47 p. 30 cents.

World Health Organization:

Challenges and Opportunities in World Health: The First World Health Assembly. By H. van Zile Hyde. International Organization and Conference Series IV, World Health Organization 2. Pub. 3311. 1948. 9 p. 10 cents. The story of American participation in the effort to free the peoples of the world from the oppression of disease is one that school children should know.

World Health Organization: Constitution Adopted by the United States of America and Other Governments—Opened for signature at New York July 22, 1946; entered into force Apr. 7, 1948; entered into force with respect to the United States of America June 21, 1948. Treaties and Other International Acts Series 1808. Pub. 3318. 1949. 134 p. 30 cents. This is the instrument establishing the World Health Organization.

World Health Organization: Progress and Plans. International Organization and Conference Series IV, World Health Organization 1. Pub. 3126. 1948. 23 p. 15 cents. This is an article by H. van Zile Hyde, together with the WHO constitution and a bibliography.

Publications Pertaining to Atomic Energy

Armaments Regulation—How and When. Foreign Affairs Outline No. 13. Pub. 2936. 1947. 4 p. Free. This is a discussion of the need for regulation, and the problem of reconciling the U. S. proposal and Soviet counter-proposal in the United Nations.

Atomic Energy and Conventional Armaments: Selected Statements, United Nations Resolutions, Sept. 21-Dec. 12, 1948. International Organization and Conference Series III, 23. Pub. 3414. 1949. 57 p. 20 cents. Many teachers will find this discussion of the issues in the Third Session of the General Assembly a useful pamphlet.

Atomic Impasse, 1948. International Organization and Conference Series III, 14. Pub. 3272. 1948. 48 p. 15 cents. Here is a collection of speeches by Frederick Osborn, Deputy United States Representative to the United Nations Atomic Energy Commission.

The International Control of Atomic Energy: Growth of a Policy. Pub. 2702. 1946. 281 p. 45 cents. An extremely valuable account of U.S. policy on atomic energy, this provides a narrative record of official declarations and proposals relating to the international control of atomic energy made between Aug. 6, 1945, and Oct. 15, 1946, with appendixes presenting the complete documentary evidence upon which the narrative record is based.

The International Control of Atomic Energy: Policy at the Crossroads. General Foreign Policy Series 3. Pub. 3161. 251 p. 45 cents. This provides an informal summary record of the policy developments concerning the international control of atomic energy, October 15, 1946, to May 17, 1948.

The International Control of Atomic Energy: Scientific Information Transmitted to the United Nations Atomic Energy Commission, June 14, 1946-Oct. 14, 1946. Vols. I-VI. Prepared in the office of Bernard M. Baruch,

U. S. Representative. The United States and the United Nations Report Series 5. Pub. 2661. 1946. 195 p. 30 cents. This is a compilation containing background information, a bibliography and check list, and information on beneficial uses of atomic energy, nuclear power, medical uses of atomic energy, and technological control of atomic-energy activities.

The International Control of Atomic Energy: Scientific Information Transmitted to the United Nations Atomic Energy Commission, Dec. 15, 1946. Vol. VII. Prepared in the office of Bernard M. Baruch, U. S. Representative. The United States and the United Nations Report Series 9. Pub. 2775. 1947. 30 p. 15 cents.

International Control of Atomic Energy and The Prohibition of Atomic Weapons: Recommendations of the United Nations Atomic Energy Commission. International Organization and Conference Series III, 41. Pub. 3646. 1949. 90 p. 25 cents. This provides the necessary basis for establishing an effective system of international control of atomic energy to ensure its use only for peaceful purposes and for elimination from national armaments of atomic weapons.

The International Control of Atomic Energy: The Third Report of the United Nations Atomic Energy Commission to the Security Council, May 17, 1948. International Organization and Conference Series III, 7. Pub. 3179. 78 p. 25 cents.

United States Atomic Energy Proposals. The United States and the United Nations Report Series 2. Pub. 2560. 1946. 12 p. 5 cents. This is a statement of United States policy on control of atomic energy as presented by Bernard M. Baruch, U. S. Representative to the United Nations Atomic Energy Commission, June 14, 1946.

Public Affairs Institute

Previous mention has been made of the Bold New Program Series of the Public Affairs Institute, 312 Pennsylvania Avenue, S.E., Washington 3. The latest titles in the series are: *Helping People Help Themselves*, by Wallace J. Campbell and Richard Y. Giles, 50 cents; *Foreign Aid and Our Economy*, by Seymour Harris, 40 cents; and *Where Is the Money Coming From?* by Morris S. Rosenthal, 40 cents. All eight studies may be purchased for \$2.50.

Social Action

The Council for Social Action of the Congregational-Christian Churches (289 Fourth Ave., New York 10; \$1.50 per year) publishes a pamphlet entitled *Social Action* monthly except for July and August. The last three issues are: *Alcoholism and Religion*, by Francis W. McPeck; *Conserving and Developing Our Resources*, by Stephen Raushenbush; and *Protestants in Political Action* by Thomas Keehn and Kenneth Underwood.

Each pamphlet is from 30 to 45 pages in length and contains numerous illustrations and bibliographical aids.

Sight and Sound in Social Studies

William H. Hartley

Film of the Month

Obligations. 17 minutes; sound; color; sale \$187.50. Simmel-Meservey, Inc., 231 S. Beverly Drive, Beverly Hills, California.

Family life with its many problems of cooperation, interdependence, and mutual understanding has become an integral part of many social studies courses on the junior and senior high school level. Much of the material available for illustrating aspects of this problem has been on a very elementary or an advanced adult level. It was a real pleasure, therefore, to see in *Obligations* a film which dealt realistically with family life on a secondary school level. Teen-age youngsters will find the situations pictured in this classroom film to be "right down their alley."

In *Obligations* two families illustrate the right and the wrong way of working with others in the family group. The Smith family is entirely helpless. The husband loses things in the office, and at home his wife is harried by a family of youngsters who are always calling to mother to help them find clothing, books, and almost anything else that they need. The Smith's neighbors have been able to organize their life so that each member of the family is responsible for his belongings. In this family, school work is done at a regular time and place. Each member of the family group is willing to help in regular household duties and on special occasions, such as entertaining guests. In this home the budget is discussed frankly and all help to avoid waste and to spend wisely. The moral is made clear in the concluding sequence which compares the two families and points out that planning and cooperation are essential to effective group living.

The principal criteria for any good film are whether or not it stimulates discussion, brings the generalizations down to the level of the audience, and challenges the viewers to want to do something about the situation presented. *Obligations* shows typical activities of typical families. It is thought-provoking and should lead to desirable activities after it is shown in the social studies classroom.

Recent 16-mm. Sound Films

British Information Services, 30 Rockefeller Plaza, New York 20.

Goddess of Merchants. 21 minutes; sale, \$47.50; rental, \$2.50. A comprehensive coverage of the history of the British wool trade from medieval times to the present day. The film portrays the transformation from handicraft to modern mass-production.

This Is Britain. A series of 115 short sound films, each from 3 to 5 minutes in length, sale price \$10 each. Available free of charge is a classified listing with such useful headings as "Food and Agriculture," "Health and Medicine," "Industry," "Inventions," and "Ships and the Sea."

Chicago Film Distribution Center, United States Steel Subsidiaries, 208 La Salle St., Chicago 90.

Building for the Nations. 35 minutes, color, free loan. Highlights the fabrication and erection of the steel framework for the Secretariat Building of the United Nations headquarters in New York City.

The Making and Shaping of Steel. 11 minutes for each reel, free loan. Seven reels, each on a different phase of steel making. Distributed under the following titles: *Raw Materials; The Making of Steel; Flat Rolled Products; Bars—Structural Shapes; Rails, Wheels, and Axles; Wire and Wire Products; Pipe and Tube Manufacture.*

An Orchid to Mr. Jordan. 25 minutes, color, free loan. The story of stainless steel, its discovery, manufacture, and uses.

Soil and the South. 20 minutes, color, free loan. The rebuilding of an exhausted farm in the South. Shows the result of using slag as a soil builder.

Steel—Man's Servant. 38 minutes, color, free loan. The story of steel from the time the raw ore leaves the mine until the finished product leaves the mills.

Unfinished Business. 25 minutes, free loan. The use of steel in building peacetime America.

Coronet Instructional Films, Coronet Building, Chicago 1.

The Italian Peninsula. 10 minutes; sale: black and white, \$45; color, \$90. The historic remains and present-day life in Italy.

Encyclopaedia Britannica Films Inc., Wilmette, Ill.

Daniel Boone. 20 minutes; sale, \$85; rental, \$5.00 for 1 to 3 days. Portrays Boone's youth in North Carolina and Pennsylvania; traces his activity in the French and Indian Wars, describes his pioneering adventures in exploring and settling Kentucky, his part in the Revolutionary War, and tells of his final settlement in Missouri.

John C. Fremont. 20 minutes sale, \$85; rental, \$5.00 for 1 to 3 days. Begins with Fremont's government work as explorer and map-maker in the Mississippi valley and the West. It calls attention to his association with Kit Carson, his part in the Mexican and Civil Wars, his campaign for the presidency, and his eventual appointment as territorial governor of Arizona.

John Greenleaf Whittier. 20 minutes; sale, \$85; rental, \$5.00 for 1 to 3 days. A reenactment of the life of one of America's most beloved poets and strongest abolitionists. Shows his association with William Lloyd Garrison and his establishment as a poet and an advocate of social reform.

La Salle. 20 minutes; sound; sale, \$85; rental, \$5.00 for 1 to 3 days. Traces La Salle's association with Frontenac, his relation with the Indians, and his passage down the Mississippi and his claiming the valley for France.

Lewis and Clark. 20 minutes; sound; sale, \$85; rental, \$5.00 for 1 to 3 days. The story of the expedition made by Meriwether Lewis and William Clark to explore the land from the Mississippi to the Pacific coast. It details the scientific exploration with respect to topography, natural resources, and plant and animal life.

Oliver Wendell Holmes. 20 minutes; sale, \$85; rental, \$5.00 for 1 to 3 days. Shows how Holmes wrote "Old Ironsides" and other works and emphasizes his genial personality, broad perspective, intolerance of dogmatism, and his advocacy of the scientific method.

Trans-World Airlines, 630 Fifth Ave., New York 20.

Flight to New York. 12 minutes, color, free loan. Designed to encourage travel to New York, this film shows the principal points of interest in the largest city in the United States.

United Nations Information Service, Lake Success, New York.

There Shall Be Peace. 10 minutes; rental, apply. Summarizes the work of the United Nations in trying to preserve peace in the shadow of the atomic bomb. Write for the address of the distributor of this film located nearest to you.

Young America Films, Inc., 18 E. 41st St., New York 17.

Airplanes and How They Fly. 10 minutes; sale, \$40. Gives an elementary explanation of how an airplane flies and provides a collection of scenes of all types of modern aircraft.

Bicycle Safety. 10 minutes; sale, \$40. Points out that the bicyclist has the responsibility for keeping his bike in good condition, obeying traffic rules, and helping to guard the safety of others.

Filmstrips

Artisan Productions, P.O. Box 1827, Hollywood 28, Calif.

George Washington Carver—A Biography of an American. 72 frames, color, sale \$6. A story of selfless devotion by a man of science who converted the common peanut into scores of useful new products.

Audio-Visual Associates, Box 243, Bronxville 8, New York.

The Races of the Union of South Africa. 40 frames, free. A study of the complex racial composition of the population of the Union of South Africa and of the activities and ways of life of its peoples.

Current Affairs Films, *The New York Times*, Times Square, New York 18.

Report on the News. Eight filmstrips, one each month, on important topics in the news. Illustrated with photographs, maps, charts, and graphics. Each filmstrip contains 50 to 60 frames and is accompanied by a teacher's manual. Topics are announced on a month-to-month basis as the news develops. The cost is \$12 for the entire series.

Filmfax Productions, 10 E. 43rd St., New York 17.

The Circus Comes to Town. 30 frames, color, \$5.00.

Complete with poster, 12 tracing sheets, elephant pattern, and study guide.

Filmstrip Distribution Office, Room K-201, Films and Visual Information Division, Department of Public Information, The United Nations, Lake Success, New York.

There Shall Be Peace. 60 frames, free. Contrasts an imaginary dream of an armament race on the moon with the actual work of the United Nations in striving for a peaceful world.

Stanley Bowmar Co., 513 W. 166th St., New York 32.

The Community. Set of 4 filmstrips; sale, apply. The titles are: "Know Your School," "Know Your Public Library," "Enjoy Your Community," and "Know Your Community."

Teaching Aids Laboratory, Ohio State University, Columbus 10, Ohio.

How to Keep Your Bulletin Board Alive. 32 frames, color, sale \$3.00. Gives general rules for good bulletin boards and furnishes suggestions for correcting common faults.

Maps

A set of four maps about the United States printed in full-color and retailing at \$3.50 each or \$10 for any three, is offered by the Pictorial Map Publishing Company, 4520 N. Clarendon Ave., Chicago 40. The titles of the maps are: "These United States—A Pictorial History of Our American Heritage," "These United States and Their Resources," and "Pictorial North America—Social Study Map of a Great Continent." Printed on heavy, durable stock, these maps are 29½ x 37½ inches in size and have small inset maps and a time chart printed on them.

Picture maps of most of the continents may be purchased at 60 cents each from Friendship Press, 156 Fifth Ave., New York 10. A picture map of the United States is given free with any order of five maps.

Books of maps ready for duplication by the hectograph or liquid process may be obtained for \$1.00 each from the F. A. Owen Publishing Co., Dansville, New York. The "Book of Maps" contains 48 outline maps of North America and subdivisions. Each map gives a set of symbols to locate products, areas, seas, rivers, mountains, and population. The "Book of Old World Maps" contains 48 outline maps of Europe, Asia, and Australia. Each hectograph map will give 50 clear copies. The liquid process maps will reproduce about 250 maps.

The "Aero Plastic Relief Map" provides social studies teachers with a durable, lightweight, large, topographical map of the United States. Made of vinylite, this 64 by 40-inch map weighs only 2½ pounds. It is self-framed and

furnishes a vertical exaggeration of 20 to 1. With this map pupils may gain a new grasp of three-dimensional realism in their study of our country. The map sells for \$37.50 from the Aero Service Corporation, 236 E. Courtland St., Philadelphia 20.

Write to the Educational Department, Macmillan Co., 60 Fifth Ave., New York 11, for a free copy of *Teachers Service Bulletin in Geography*, Vol. 3, No. 2, for November 1949. This bulletin describes how maps are made, how they are used and interpreted.

Miscellaneous Materials

Valuable material for the elementary grades may be obtained by writing to the Wheat Flour Institute, 309 W. Jackson Blvd., Chicago 6. Two wall charts, which will be especially useful in the social studies, are "Wheat in the United States" and "We Work Together." The latter is a step-by-step outline of how to get started in group activities.

The British Information Services (30 Rockefeller Plaza, New York 20) has now available a complete package of "Visual Aids on Colonial Development." Included are maps of East Africa, British Caribbean Colonies, and Southern Rhodesia; picture sets on the Pacific islands and colonial products; a teacher's handbook; a student handbook; one filmstrip on colonial life. The entire packet costs \$3.75.

For the person who uses slides, filmstrips, or films the projection pointer is a valuable tool for pointing out objects on the screen. This tool operates on ordinary house current and projects a sharply defined arrow-image onto the screen to indicate clearly the specific point of discussion. Supplied with 25 feet of line cord, the projection pointer costs \$49.50 from Ednalite Optical Co., Inc., 200 N. Water St., Peekskill, New York.

A series of bulletins listing "Helps for Teachers of Geography and Conservation" may be obtained from the Division of Secondary Education U. S. Office of Education, Washington 25, D. C. Helene Hatcher, the author, has done a thorough job of compiling lists of materials useful in teaching conservation on the various levels of education. Circular No. 310—"Selected References for the Teaching of Geography and Conservation—Audio-Visual Aids"—is of special value to those seeking maps, slides, motion pictures, and records on this topic.

A list of "Motion Pictures and Slide Films on Soil and Water Conservation" has recently been issued by the U. S. Department of Agriculture,

Soil Conservation Service, Washington 25, D. C. This list not only tells what films are available from the Soil Conservation Service, but also furnishes information on those produced on this subject by commercial, foreign, and other non-governmental agencies.

The September 1950 edition of "A Catalog of Selected Publications," published by the British Information Services (30 Rockefeller Plaza, New York 20), includes a number of picture pamphlets on various phases of life in the British empire. The publications are available free of charge.

Year is an annual picture book which covers the outstanding events of the last 12 months. Recently the publishers of this annual announced the publication of a mid-century edition picturing the main events of the last 50 years. In over 2000 pictures and 100,000 words, this volume furnishes a record of all the key world, national, and American events and personalities in the fields of sports, movies, politics, and science. The editors have divided the half century into six eras: "The Good Old Days (1900-1913)," "First World War," "The Roaring Twenties," "The Great Depression," "World War II," and "Mid-Century." The cost of the mid-century edition of *Year* is \$6.95.

Guides to Audio-Visual Materials

The *Educational Film Guide* published by the H. W. Wilson Co. (950-972 University Ave., New York 52) is now available in the 1950 annual edition. This is without doubt the standard and best general guide to 16-mm. motion pictures for school use. All the necessary information is given, including description of contents, silent or sound, running time, name of the producer or authorized distributor, sale or rental price. Films in the selected list are graded and marked for elementary, junior or senior high school, or college use. Free films produced by governmental agencies, or those sponsored by business, industry, and national organizations are included with descriptions and the address of the offices from which they may be borrowed. With each subscription to the annual, the subscriber receives a continuing service of up-to-date supplements in March, June, September, and December. The total charge for this service is \$4.00.

Similar to the film guide described above, is the *Filmstrip Guide*. Also published by the H. W. Wilson Co., this guide gives the necessary information for selecting the filmstrips which will best meet the needs of a specific teaching situ-

ation. The filmstrip service includes a completely revised 1950 edition and monthly issues to December 1951 at a total cost of \$3.00.

A Guide to Audio-Visual Materials for Elementary Social Studies has recently been published by Rambler Press, 50 Court St., Brooklyn 2, New York. This volume lists films, filmstrips, and slides under the topic headings which usually occur in the elementary school social studies courses. A teacher seeking information concerning available materials for a unit on conservation, for example, will find complete descriptions, distributor, and rental information in this guide. A valuable cross-index adds to the usefulness of the volume. This *Guide* sells for \$3.50.

Audio-Visual Apparatus

A new filmstrip projector has been put on the market by Viewlex Inc., 35-01 Queens Boulevard, Long Island City 1, New York. With push-in type threading and a 150-watt lamp which is advertised as giving 300-watt brilliance on the screen, the projector costs \$44.50 with case. The company also makes a 300-watt machine equipped with a fan for \$57.75.

The Society for Visual Education, Inc. (1345 West Diversey Parkway, Chicago 14) is making a special combination offer of a 300-watt filmstrip projector and \$50 worth of filmstrips for \$97.50. This constitutes a saving of \$23.95 since the regular price of the projector is \$71.45. The purchaser may select the filmstrips from a library of over 1500 prints.

Write to the Ampro Corporation (2835 North Western Ave., Chicago 18) if you are interested in a new lightweight 16-mm. sound projector which retails at \$325.

A new opaque projector with a 1000-watt bulb and claiming cool, silent operation is being distributed by Squibb Taylor Inc., 1213 South Akard St., Dallas 1, Texas. This projector handles 11x11-inch copy, is made of strong aluminum alloy, and weighs but 35 pounds.

Flat Pictures

Picto-Aids are strips of pictures, each 6x6 inches in size, suitable for use in the opaque projector. The pictures are printed in brilliant color on a continuous, accordion-folded strip of tough, durable paper. For further information concerning Picto-Aids on Americanization, safety, social studies write to the Charles Beseler Co., 60 Badger Ave., Newark 8, N. Y.

Norman H. Kamps (P.O. Box 82 M, Pasadena,

Calif.) has prepared a series of pictures on "American Pioneer Costumes and Customs." The subjects include the covered wagon, building the log cabin, pioneer mother, dipping candles, making maple sugar, grinding corn, pioneer raft, country store, articles of use, and pioneer maps. The entire series in a portfolio with explanatory text cost \$22.50.

Maps

Picture maps of "Our American Heritage" and "These United States and Their Resources," printed on heavy durable stock, 29½x37½ inches in size, are available in black and white for \$1.50 each, or in color at \$3.50 each, from the Pictorial Map Co., 4520 Clarendon Ave., Chicago 40.

A plastic relief map, 64x40 inches, which weighs only 2¼ pounds, costs \$37.50 from Aero Service Corporation, 236 East Courtland St., Philadelphia 20. This map is printed in eleven vivid colors to emphasize relief features, it cleans easily with a damp cloth, and comes framed in plastic.

Four full-colored pictorial maps, each 22x34 inches in size, may be obtained free from the Union of South Africa Government Information Office, 500 Fifth Ave., New York 18.

Helpful Articles

Cummings, Leone D. "Developmental Education." *The Nation's Schools* 46:37-41; October 1950. "Helping children find the answers to some of their questions through meaningful and associated experience was an important reason for taking the first graders out of the classroom to look, to see, and to explore."

Grayman, Isabelle. "When Learning Is First-Hand." *Childhood Education* 27:29-31; September 1950. "Let the child see the artisan at work. . . ."

McMaster, Thomas W. "The Classroom Got into the Movies." *Educational Screen* 29:286-87; September 1950. The *Ox-Bow Incident* is used as a lesson in human rights.

Ronson, Roderick. "The Comic Corruption." *National Parent-Teacher* 46:23-25; June 1950. "The comics are the narcotics of North American children. . . . I do not agree with critics who would ban all comics . . . they should be chosen carefully by the conscientious and discriminating parent."

Schreiber, Robert E. "New Learning Aids." *Audio-Visual Guide* 17:7-25; September 1950. "A monthly digest of the latest audio-visual instructional materials, equipment, and publications announced by producers, distributors, and manufacturers."

Turley, R. D. "An Audio-Visual Program." *The School Executive* 70:51; September 1950. ". . . the procedure which McKees Rocks schools found to be most effective."

Williams, Joseph E. "A Globe-Map Activities Program." *The Journal of Geography* 49:141-50; April 1950. ". . . these actual activities of making the globe and then making maps of the globe will establish lasting ideas about global relationships."

Book Reviews

THE AMERICAN MIND. By Henry Steele Commager. New Haven: Yale University Press, 1950. ix + 476 p. \$5.00.

The American mind is a broad subject for any author to tackle. Considering the varied aspects of that mind, it requires a well-equipped historian to do justice to its many facets. Several historians have recently treated the period covered by the volume under review but none so comprehensively. Professor Commager reaches a very high level of achievement in covering with unusual skill a wide range of topics—journalism, literature, religion, sociology, philosophy, economics, history, politics, law, and architecture. The author assumes (perhaps too readily) that many facts are already in the possession of his readers, for his emphasis is on interpretation and appraisal.

Professor Commager finds that after a half century of great social changes—from rural to urban life, from security to uncertainty, from isolation to international leadership—the fundamentals of the American mind remain pretty much the same, “the differences are quantitative and material rather than qualitative and moral.” In a lively opening chapter on characteristics and beliefs in the 1880’s the author reaffirms the familiar impression of the American as optimistic, equalitarian, tolerantly superior to the rest of the world, lacking discipline, and following a puritanic code of morality. In his concluding chapter on the twentieth century American (written in the style of Henry Adams), the author observes mounting pressures to conform and disquieting tendencies toward complacency and intolerance. These, he notes with strong distaste, are hostile to the best in the American tradition.

There is little pessimism, however, in the writing of Professor Commager. He writes with a robust faith in the persistence of the best in the American achievement. Throughout his many pages Professor Commager traces with a sure insight the continuity of the finest strain in the American tradition, whether it be found in the writings and decisions of Justice Holmes, or in the ideas and work of the architects Louis Sullivan and Frank Lloyd Wright. He finds this

strain in William James, John Dewey, Lester Ward, Thorstein Veblen and Vernon Parrington. As he is for the welfare state his preference among economists is for Richard T. Ely and John R. Commons. Professor Commager always expresses himself decidedly on the side of liberalism, and when he writes on conservatism and judicial review his sentences ring with genuine passion.

It may be that Professor Commager remains on too rarefied a level, failing to note how these dynamos of mental energy were “hooked up” with the rest of the population. But within the limits he set himself, to *interpret* American thought and character in the past half century, his work stands as a notable achievement.

MICHAEL KRAUS

City College, New York

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THE MAKING OF AMERICAN HISTORY. By Donald Sheehan. New York: The Dryden Press, 1950. viii + 700 p. \$4.80.

The editor of this work disagrees with recent efforts to increase the use of primary source materials as a means for understanding the past. His method is to provide a comprehensive and detailed view of American history by a compilation of significant excerpts from outstanding interpretations of history.

This volume, consisting of twenty-six selections by American historians, is designed to supplement textbook reading. Each of the chapters gives a clear and authoritative account of a major episode in United States history. Most of the materials undoubtedly appear as “outside reading” in a well-organized college course. A few of the chapters, of a more specialized sort, might easily be passed over in a general survey. By reprinting these excerpts from out-of-print and difficult-to-obtain sources, the book furnishes many rewarding pages for the student as well as the interested reader of American history.

The study has been especially designed for teaching purposes. It is arranged in thirteen assignments for each semester, conveniently separated by the Civil War. Indeed, the pagination has been so skilfully worked out as to provide

350 pages of reading for a semester. The selections, however, are not of uniform length, ranging from nine to forty-one pages, although the majority are between thirty and thirty-five pages long.

Many of the most important examples of American historiography are represented in this collection. Among the "classical" writers in the field are Francis Parkman, Henry Adams, William A. Dunning, George Louis Beer, and others of similar stature. The "modern school" includes writings by Henry David, Allan Nevins, Robert E. Sherwood, Arthur M. Schlesinger, Jr., and historians of equal prominence. Only the essays by Carl Becker and Howard K. Beale are not chapters reprinted from larger discussions of the subject. Sheehan introduces each of the selections by brief but informative summaries of the author's contributions and the criticisms that have been made against his work.

With such an immense body of literature from which to choose, it is inevitable that there would be differences of opinion. The editor exposes himself to criticism by confining his selections almost exclusively to economic and social history. There are notable accounts of economic development at different stages in our history and equally impressive views of the social scene at other periods. However, only four or five chapters are concerned with national politics, and the same number relate the experiences of the United States in international affairs. Nowhere is there an account of the Supreme Court or constitutional history. And the broad record of intellectual achievements and cultural topics is neglected.

In spite of not being a complete and comprehensive account of American history, this provides a valuable aid for acquiring an understanding of that complex subject, and it is a source book that should have widespread use.

WILLIAM G. TYRRELL

Columbia University

WEALTH AND WELFARE. By Norman Ware. New York: William Sloane Associates, 1949. 231 p. \$2.50.

These are days in which economic issues are riding the world very hard and in which there is a great deal of confusion in the minds of most citizens—and teachers—about the nature of our own economy and its motivating forces. Professor Ware, who is a journalist as well as an economist, has produced a very readable book

which projects our economic system in historical perspective. It is an excellent book for the classroom library and for the teacher who has not majored in economics.

The author probes economic practices and theories from the middle ages to the present day, tracing the development of mercantilism, physiocracy, laissez faire, and the "new American system" and documenting the theoretical data with the business necessities and political actions which created and buttressed them.

The basic theme of the book is that European economic theories have never been successfully applied on this continent though they have all had their ardent American proponents. Alexander Hamilton was a mercantilist who unsuccessfully attempted to develop governmental protection for merchants and shippers. Thomas Jefferson, influenced by the French physiocrats, sought to base our economy on agriculture, and we hear a great deal these days about free enterprise and Adam Smith. However the continental dimensions of our economy, its free land, natural resources calling for capital exploitation, the stimulus of immigrant population, and the rise of the factory system created conditions here which were unlike those in Europe from which our economic theories have come.

In writing of the present the author refers to the new American economic system as "a joint farmer, enterpriser, labor alliance . . . of regulated and supported enterprise." One who has enjoyed his fuller interpretation of earlier economic societies will feel somewhat let down that Professor Ware gives so little space and attention to postwar developments in this country and Europe.

G. DERWOOD BAKER

New York University

ELEMENTARY CURRICULUM IN INTERGROUP RELATIONS. By the Staff of Intergroup Education in Cooperating Schools, Hilda Taba, Director. Washington: American Council on Education, 1950. xiii + 248 p. \$2.50.

CURRICULUM IN INTERGROUP RELATIONS, SECONDARY SCHOOLS. By the Staff of Intergroup Education in Cooperating Schools, Hilda Taba, Director. Washington: American Council on Education, 1949. viii + 168 p. \$1.25.

Last spring William Van Til* chided educators on their anemic book reviews. He was right when

* (From "Importance of People," *Educational Leadership*, May 1950, p. 574).

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Rand McNally maps, designed for this book, and political cartoons are two noteworthy features that appeal strongly to teachers and students.

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he said that we seldom criticize our colleagues and that our praise is usually faint. The lack of criticism, I suppose, is partly due to our admiration for any teacher who finds time to write a book, and our lack of praise may be plain "sour grapes." The major reason, however, for our noncommittal comments is the hard fact that most of our educational publications call forth neither a negative nor positive response. Many are re-hashes of educational principles and practices that we have long ago accepted. (And those readers who have not accepted them will not be budged by such dreary treatises.) Two recent volumes of the American Council's Intergroup Relations Project are welcome exceptions and can be given top rating with all sincerity.

Not surprisingly the elementary study is the better book. *Elementary Curriculum in Intergroup Relations* gives concrete illustrations of ways of discovering the human relationship needs of children, and describes methods of selecting and organizing curriculum experiences to meet these needs. The documentary material is selected from plans of teachers and students, and contains anecdotal data illustrating the processes by which children learn to analyze ideas and develop concepts. Stress is laid upon the importance of relat-

ing activities directly to goals or objectives.

The examples of studies of family and community life go way beyond the superficial descriptive units that are the usual fare of primary classes. Children are helped to understand the *whys* of human behavior and the reasons for differences in family life patterns. Descriptions are also given of ways in which children "talk out" their own neighborhood problems and make decisions regarding their solution.

The chapter on the use of sociometric techniques is excellent. The final chapter which appraises types of curriculum planning shows clearly the superiority of the grass roots approach.

The secondary school study also has fine chapters on ways of determining needs and organizing content. The chapter on classroom method is sound and practical. The illustrations of group relations skills are too lean to be as helpful as those given in the elementary project.

Both studies make much of the use of literature as a tool for developing insight and for understanding conflict. Teachers will appreciate these fine suggestions. The authors might well have included more bibliographical data for the stories cited. Many are mentioned by title only and this makes the problem of locating the books difficult

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for teachers who do not have access to a large library. (Another publication of the Council, *Reading Ladder for Human Relations*, contains complete data on some of these books.)

These two books should be among the prize winners of the year, if we believed in prizes. We look forward to additional material from the Intergroup Project.

HELEN F. STOREN

Queens College
Flushing, New York

BETTER LEARNING THROUGH CURRENT MATERIALS.

Edited by Lucien Kinney and Katharine Dresden. Stanford, Calif.: Stanford University Press, 1949. xviii + 182 p. \$3.00.

All social studies teachers are aware of the value of current materials, yet there are a variety of reasons for the comparatively ineffective use of such media in the average classroom. Some teachers have never been trained in their use; some are "too busy" or are "too restricted" by supervisors, lack of funds, or regents; others have come to rely on the "crutch" of the so-called classroom papers. Whatever the reason, we have long

needed an objective and thorough appraisal of the situation.

Early in 1946, the Division of Secondary Education of the California State Department of Education suggested a workshop to explore more intensive use of current materials in teaching. This workshop developed into a permanent California Council on Improvement of Instruction. This volume, written by groups of participating teachers, is the result of three years of careful study and experimentation. Stanford University Professors acted as consultants, but, as with all such work, the important activity centered around the classroom teacher.

Why were these teachers concerned? Because

It is a basic assumption of our American way of life that all citizens have access to information regarding current affairs, that they are competent to form intelligent opinions on current issues, and that reasonable and intelligent decisions may be expected as a consequence. To suppose, however, that in these complex times such public intelligence develops without explicit direction is incorrect. Social and technical achievements of the past, the great literature, and the recorded history of mankind have meaning primarily as they relate to the present. Thus, the curriculum of the modern school in all its branches must find an effective means for relating formally organized content with the events of today and tomorrow.

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The volume is divided into nine chapters, and each is so meaty that it deserves a review by itself. Not having that much space at his disposal, this reviewer will merely list the chapter titles as an indication of the contents: Current Materials in Various Classrooms; Current Materials as Enrichment; Learning to Use Current Materials; Current Materials as a Basic Resource; Having Effective Classroom Discussions; Developing Pupil Leadership; The Room Display Area; Administering Current Materials; and Evaluating the Effectiveness of Teaching.

Much of this book is made up of case studies—actual stories of teacher initiation and accomplishment. As such its inspirational value is high. It is, however, more than merely inspirational; it is practical. Here are concrete suggestions on how to gather, use, display and preserve materials, how to stimulate and direct class discussions, how to evaluate the work.

It is significant that these teachers found that "on the whole, their pupils do at least as well in recognized subject outcomes as do classes that lack the opportunity of working with current materials." More important, in the opinion of many teachers, is their observation that "the utilization of materials that place less emphasis

on purely verbal ability and open up a broader scope of activities and outcomes results in a generally improved learning situation and wider pupil interest and participation."

This volume, then, is both useful and stimulating; it raises questions as well as answering them. Nothing like it has been done before, and the need for a continuation of such experimentation points up its value. This belongs in the personal library of every social studies teacher.

RALPH ADAMS BROWN

State University of New York
Cortland State Teachers College

PROBLEMS IN AMERICAN CIVILIZATION. Readings selected by the Department of American Studies, Amherst College. Prepared under the editorship of Earl Latham, George Rogers Taylor, and George F. Wicher. Boston: D. C. Heath and Co., 1949. Eight pamphlets in paper covers, 100 or more pages each. \$1.00 each.

The Department of American Studies at Amherst College is one of the most recent groups to join in the quest for the proper method, or better, a suitable method, for using source materials in the teaching of history. Since the ap-

pearance of the first of the *Old South Leaflets* in 1883 and the advocacy of the source method by Mary Sheldon Barnes in the same decade the debate has been never ending, as Robert E. Keohane has so engagingly pointed out in *Social Education* (May 1949, p. 212-218). Should source readings replace or supplement the conventional textbook? Does source reading contribute more to general education in history, or to specialization? Is the source method equally suitable for high school and college classes? Is the study of historic controversy more fruitful for developing critical thinking than contemporary propaganda analysis? These are but a few of the unresolved issues in the "great debate."

That there is a body of inquiring opinion for most if not all of these queries is self-evident from the publication of this series of pamphlets. The compilation of the readings serves both the busy teacher and the school or college with a small library.

The titles of the eight pamphlets in the series are: *The Declaration of Independence and the Constitution*; *The Turner Thesis Concerning the Role of the Frontier in American History*; *Jackson versus Biddle—The Struggle over the Second Bank of the United States*; *The Transcendentalist Revolt against Materialism*; *Slavery as a Cause of the Civil War*; *Democracy and the Gospel of Wealth*; *John D. Rockefeller—Robber Baron or Industrial Statesman?* and *The New Deal—Revolution or Evolution?* Each of these contains from eight to thirteen selected readings and an introduction by the editor. The readings are both documentary and critical in type. For example, the first title, edited by Latham, includes thirteen articles among which are: Beard's "Economic Interpretation" and Corwin's "An Answer to the Economic Interpretation"; Hamilton's and Clinton's "Letters of Caesar and Cato"; "Debate in the New York Convention" by Smith, Hamilton, and Livingston. On a fly page of each pamphlet is given "The Class of Issues" which is an epitome of the argument in a half-dozen brief quotations. Likewise, each has a concluding page of "Suggestions for Additional Reading."

It is always possible to quarrel with any given compilation of documents on a historical issue. Why, for instance, the pamphlet on the United States Bank is limited to the Jackson-Biddle clash, thereby omitting Marshall's decision in *McCulloch vs. Maryland*, is moot. Nevertheless, the choice of excerpts in most cases is valuable and useful.

This reviewer has made a single set of these titles available, casually, to a class of high school seniors in American history. Without urging or "assignment," three of these titles were selected by individual students for study and report as supplementary work. The titles thus chosen were *The Declaration and the Constitution*, *The Turner Thesis*, and *The New Deal*. Two of these reports, with a minimum of teacher aid, were made in writing; the third (*The Turner Thesis*), took the form of an oral report which proved very provocative for class discussion. All these reports were commendable, giving evidence that there is potential value and motivation in this series. At the college level, for which, presumably, they were intended, one can envision even greater stimulation and appreciation.

Other uses, such as panel discussions, examination items for identification, comparison with textbook interpretation, etc., will suggest themselves to resourceful teachers. Dangers may be inherent in that such studies may be fragmentary and render a distorted or unbalanced view of American history. What is awaited is a synthesizing view of the source method which need not be the "great books" approach.

HAROLD M. LONG

Glens Falls (N.Y.) High School

THE NATURE AND TECHNIQUE OF UNDERSTANDING.

By Hugh Woodworth. Vancouver, B. C.: Wrigley Printing Company, Ltd., 1949. 142 p. \$4.00.

The problem of understanding oneself and others is, undoubtedly, the central task of our times. For the past few decades scholars in the fields of education, semantics, anthropology, and psychoanalysis have been attempting to bring the fruits of their disciplines to bear upon the problem of increasing the range of understanding. The present volume, which deals with some fundamentals of semantics, represents still another attempt to add to our understanding of the process of understanding itself.

According to the author "to understand is to experience." What prevents us from fully and truly understanding is the tendency to ignore the crucial roles played by the kinesthetic sense and by the "freelings" (feelings which accompany sensations) in our understanding of words, things, and events. Unless we place greater emphasis upon them, we shall remain at the merely verbal meaning level. And verbal meaning without "freelings" is the arch enemy. Thus, it is sug-

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gested that each of us attempt to "dramatize" words, to imagine them in their flesh and blood life, to seek within ourselves for the sensations and feelings and experiences intimated by those words. Such an effort would help us to "real-ize" their full meaning.

Valuable though this viewpoint may be, it is hardly an essentially new contribution to our arsenal of understanding. Semanticists and others like John Dewey have already pointed to the importance of the experiential aspect of understanding. Indeed, this insight is already flowing in the bloodstream of the modern educational body. More and more we are making use of audio-visual aids, stressing the arts and crafts, encouraging first-hand experiences whether through the writing of or acting in plays, the taking of trips, or the participation in student organizations. Clearly, the movement today is *away* from verbalism *toward* experiences.

Apart from this consideration, moreover, the book shares with other treatises on semantics a disproportionate emphasis upon the role of words in the drama of understanding. To this reviewer the main obstacles to understanding remain those blind spots in our personality structures

which make for *misunderstanding*.

This book was obviously not intended as a text for secondary school students.

WILLIAM NOSOFSKY

Public High School 192
Brooklyn, New York

MAN IN ENVIRONMENT: AN INTRODUCTION TO SOCIOLOGY. By Paul H. Landis. New York: Thomas Y. Crowell Co., 1949. xix + 684 p. \$4.00.

Although this is one of the better textbooks in introductory sociology which have recently flooded the college market, it is not without some glaring deficiencies. For instance, Landis claims that "the customary extensive digressions into heredity, neurological mechanisms, Freudian psychology, archeology, and cultural evolution are purposefully avoided" (p. vi). Yet, in chapters 12 and 13, Landis discusses such topics as "Self-Conception of Status and Personality Patterns," "Wishes and Value," "Frustration and Aggression," which are related to the fields condemned by Landis. That, furthermore, Freud, for instance, is noted four times in the index

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Eppse, Merl R. & Foster, A. P.: "An Elementary American History with Contributions of the Negro Race" Same as above, but more simplified. For use in elementary schools.

Buck. (8Vo.) 410 pp. 1949 \$2.50

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suggests that Landis has been unable to avoid "the customary extensive digressions" into these areas of knowledge, but, due probably to his lack of knowledge of the extensive literature covering them, has covered them poorly, with the result that his treatment of personality problems is rather one-sided and inadequate in numerous respects.

Another glaring weakness is his "Selected References," which seem to be limited to the authors who are in favor of his approach or whom he knew in the graduate classes of the late Professor Charles H. Cooley.

In favor of the book is a clear and simple presentation of the seven major areas of sociology: Man—Natural and Socialized; Environment; Groups—The Units of Society; Institutions—The Major Cultural Structures; Social Interaction; Culture Continuity and Culture Change; and Social Change. Those who prefer Landis' approach (instead of that which stresses the culture concept) and who will allow for the weaknesses noted above, will find the book readable, well printed, and reasonable in price.

JOSEPH S. ROUCEK

University of Bridgeport

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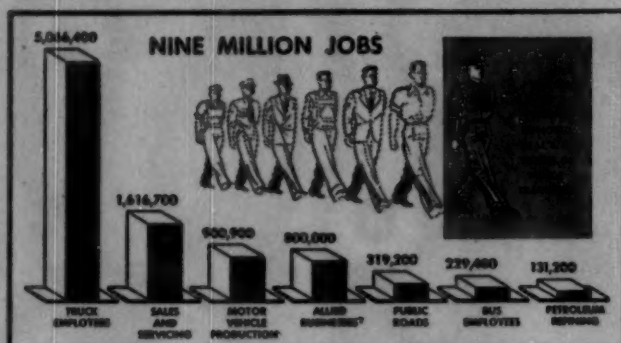
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